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ABSTRACT

This is a project report on Utah's plans to effect "incremental improvements" in career education implementation in seven school districts. Project objectives are formulated as follow: effect incremental improvements in attendance area cones, strengthen career education leadership capabilities, develop staff competence to diffuse the program, act as career education delivery model, and integrate and articulate the K-12 program into each district. The evaluation of objectives is described as one involving testing of fourth, seventh, and tenth graders. The remainder and major portion of the report contains four attachments. The first presents career education implementation categories for district, elementary, junior high, and senior high levels. Each level description also contains a chart of factors and their relationship to the implementation categories. Attachment 2 presents activities the seven districts performed during the project period. Attachment 3 evaluated the project and describes the procedures and results by district. Tables represent students' familiarity and interest in career clusters, pretest/posttest career maturity inventory results, and career development cluster assessment. The last set of tables contains results of career education implementation inventories completed by educational personnel. Summary, recommendations, and sample implementation inventory form complete the attachment. The final attachment charts the participating students and educational personnel according to race/ethnicity, exceptionality, and sex. (CSS)

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INCREMENTAL IMPROVEMENT OF CAREER EDUCATION IN UTAH

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Final Report

U.S.O.E. GRANT #GOO7502320

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 017 728

Utah State Board of Education
Salt Lake City, Utah

SUMMARY OF SEVEN SCHOOL DISTRICTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDICAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	151	130	21	14,005	234	14,541	999	284	1,479	7,252	7,289
MIDDLE/JUNIOR HIGH (7-9)	117	70	27	13,408	297	13,919	805	270	998	6,965	6,954
SENIOR HIGH (10-12)	66	21	3	6,439	93	6,622	349	147	719	3,332	3,290
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	334	221	51	33,852	624	35,082	2,153	701	3,196	17,549	17,533
EDUCATIONAL PERSONNEL											
TEACHERS		3		1,314	14	1,331				672	659
COUNSELORS				29		29				16	13
ADMINISTRATORS				100		100				93	7
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				49		49					
PARENTS		1		32	1	34					
OTHER (specify)											
TOTAL	334	225	51	35,376	639	36,625					

OE FORM 467, 2/76

Grant No.: G007502320

Nature of Report: Final Report

Project Title: Incremental Improvement of Career Education in Utah

Period Covered by this Report: From 7/1/75 To 6/30/76

Category of Project: Incremental

Project Director: Mr. Lynn Jensen

Institution/Address/Phone: Utah State Board of Education
Career Education Unit
250 East Fifth South
Salt Lake City, Utah 84111
(801) 533-6091

Major Activities

The primary objective of Utah's project was to effect "incremental improvements" in career education implementation in seven Utah school districts or attendance area cones of at least two categories (as defined by Utah's version of implementation categories [Attachment A]).

The following subordinate objectives were identified to accomplish the major objective:

A. Effect incremental improvements of at least two category scale points in all of the districts or attendance area cones during each of the three years of the project and/or achieve sufficient gain at the end of the third year to qualify at the "category eight" level.

B. Strengthen the career education leadership capabilities of the district career education directors and all building principals involved in the project to a performance level prescribed by the project's governing board.

C. Develop staff competence to diffuse the program to other schools and other districts.

D. Model the delivery of career education for the other Utah districts and disseminate the program to comparable districts through a structured "visitation" program. (The seven districts are geographically distributed across the state and represent urban, suburban, small city, and rural districts.)

E. Tie career education program elements in each district into an integrated, articulated K-12 program and provide for cross fertilization across district lines.

The following activities were undertaken in order to achieve each objective: [Each district's activities have been outlined in Attachment B.]

Objective A. Each of the seven districts identified groups of schools or attendance area cones to achieve improvement of two categories on the "Utah Scale." Four districts (Nebo, Morgan, Logan and Millard) chose to effect "incremental improvements" in all district schools; two (Weber and Washington) selected an attendance area cone; and the final district (Granite) selected to concentrate on "incremental improvements" at the junior high level (all junior highs in the district).

The Utah version of the Incremental Improvement Categories reflected criteria for incremental implementation of career education at each school level (elementary, junior high, and high school) as well as criteria for district wide implementation. In light of the refinements in the concepts of "incremental improvement" it was felt that the appropriate goals for the first year of the project would be to achieve all of the criteria necessary to qualify for category 2 implementation in each project school and at category 3 implementation for each district (district level criteria).

Each district involved the project coordinator and staff in planning the activities for achieving first year goals and objectives. Weber, Morgan, Millard, and Washington districts utilized a planning committee of from 3-10 school administrators while Granite and Nebo adopted plans created by the career education coordinator with interaction from district office staff. Nevertheless, all plans of the seven districts were communicated to the project director.

Each project school and district has attained at least the minimum objectives and has kept the project director current on district activities.

Objective B. During the 12 months of the project, the project director and district coordinators have held six meetings of the project directing board. In addition, four on-site visits to each of the seven districts have been made by the project director accompanied by members of the Career Education Unit. At the second meeting of the directing board, the following three subcommittees were formed: administrators workshop planning committee, evaluation committee, and a committee for developing a continuation proposal.

An example of the composition of committees is reflected by the administrators workshop planning committee. This committee was made up of members of the Career Education Unit of the State Board, the coordinators from Nebo, Millard, and Weber districts as well as one high school principal from Morgan, one junior high principal from Weber, and an elementary principal from Washington District.

Following an assessment of administrator needs related to career education the workshop agenda was developed. It was then presented to and approved by members of the directing board (seven district coordinators and project director).

The result of the planning as a two-day workshop held on October 28-29 for 76 elementary, junior high, senior high, and district administrators.

Local coordinators also had the responsibility to plan the third-party evaluation and to identify the 300 students in each of the seven districts to receive pre- and post-testing.

Local leadership of the coordinators was also evident as representatives from participating districts worked with the Carer Education staff in planning and writing a renewal proposal for continuation of funding.

Objective C. Each district identified its training priority to be accomplished during the first year. Much of this was accomplished by December 31 with other sessions held prior to the termination of the first year.

In addition to the training funded from this grant, the Utah State Board of Education and the participating districts jointly sponsored a five-week workshop for 50 junior high teachers, counselors, and administrators for the purpose to infuse career education into the curricula of math, art, science, music and guidance. Forty-one of the participants were from the project's participating districts and these persons have been used extensively in planning and conducting in-service training for teachers of the same subject discipline in each district.

The second phase of infusing career education in junior high academic areas began during the last month of the life of this grant, June, 1976. Thirty-three teachers from the areas of social studies, language arts, foreign language, health and physical education met for three weeks in identifying career education infusion techniques to be field-tested during the 1976-77 school year.

Objective D. Several activities have been completed to disseminate successful career education efforts to all of the state's school districts. Two such activities were undertaken in February and March. One district (Washington) had Dr. Hoyt address its mid-winter institute and the state's Career Education Unit decided to capitalize on Dr. Hoyt's presence by expanding the institute to a two-day workshop for representatives from all of the forty school districts. Presentations were made concerning nine successful career education projects in the state, which included presentations from five of the seven project districts. In addition, considerable emphasis was placed on the concepts of "incremental improvement." There were 90 administrators from the State Office, from 28 of the 40 school districts, and from 3 post-secondary institutions.

A second activity to disseminate career education information was held in April where two mini-conferences were held with the purposes being to have people share ideas about successful programs and to help refine the state career education goals and objectives.

Some of the districts (Logan, Nebo) involved in this project have also received requrests to work with other districts in the state, as well as districts outside of the state, in implementing various segments of a career education program.

Objective E. During the initial stages of this first year grant the district coordinators worked with the Career Education Unit and the State Board's Career Education Task Force in refining the K-12 goals and objectives.

Evaluation

One of the three committees, mentioned earlier, of the district coordinators dealt with evaluation. From a list of qualified, interested,

third-party evaluators, Dr. Milford C. Cottrell, Professor, Educational Administration at Brigham Young University, was selected to be placed under contract.

As he met with district coordinators and Career Education Unit, it was determined that he should not only assess the status of career education training and implementation within each of the seven districts, but he was also to assess qualitative aspects of the program by evaluating the first year of a three-year longitudinal study.

In obtaining base data, approximately 2,100 students were tested during the months of October and November. Three instruments were selected and administered to 100 students at the 4th, 7th, and 10th grade levels in each of the seven districts. The instruments selected were the Comprehensive Career Assessment Scale (CCAS) for the 4th grade; Career Maturity Inventory (CMI) for the 7th grade; and the Assessment of Career Development for the 10th grade.

The entire 2,100 students were again tested in the spring of 1976 to assess growth in career development and effectiveness of teacher utilization of in-service career education training. [Results of the pre- and post-testing are contained in Attachment C.]

Participant Summary

As is shown on the participating summary sheet, this project impacted on 35,082 students which is 11% of the 322,581 students in the State of Utah. [A district by district breakdown is contained in Attachment D.] The 1,331 teachers affected by this project represented approximately the same percentage.

Information relative to handicapped, gifted and talented, and low income students is incomplete. Several districts [See Attachment D] had no way of identifying these students and even those that did communicated, what they considered, a conservative number.

This same condition, a conservative number, applied to the number of parents and resource persons from the business/labor/industry community. Teachers had many more resource persons render presentations and assistance that the few that were reported.

ATTACHMENT A

CAREER EDUCATION IMPLEMENTATION CATEGORIES

(District Level)

How can one determine the extent to which a school district has progressed in the implementation of career education? One approach would be to establish a set of categories representing increasingly higher levels of career education implementation. Then, by examining the status of district level activities at any given point in time, one could determine whether the district was in category 1, category 2, or some higher category. A district that was in category 3 could make specific plans for carrying out the steps necessary for reaching category 4.

An example of a set of career education implementation categories is attached herewith. By using this category scheme, and through a process of self-examination, a district could determine its own standing within the categories, and could establish the level which it has now reached in terms of the implementation of career education. Systematic procedures could then be developed for moving on up to successively higher categories over a period of time.

This approach is based on the realistic assumption that a school district does not spring, in a single bound, from having no career education to having all of career education. Rather, it assumes that the development of career education is a process of incremental improvement over a period of time. Where does your district stand now in this category scheme? What would have to be done to move the district all that way up to category 8?

District Factors	Implementation Categories							
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7	Category 8
Orientation of Administrators	20%/2 hrs	40%/2 hrs	60%/2 hrs	80%/2 hrs	95%/2 hrs			
In-Service Training of Administrators	10%/12 hrs	20%/12 hrs	50%/12 hrs	70%/12 hrs	85%/12 hrs	95%/12 hrs		
Needs Assessment	Conducted Needs Assessment	Ident. of Critical CE Needs						
Commitment of the Supt. and the Board	Supt. Committed to Implement	Board Appr. Philosophy & Endorses CE as Priority						
Mechanisms for Assigning Responsibility & Assuring Program Coord'n	Provide Coordination for CE	CE Coordinator Appointed/ Steering Committee Appointed				Advisory Committee Appointed	Education + BLIPG Form Career Entry Council	
Operational Plan		SC Develop Activities & Budget	Learner Objectives/ Schools Selected/ Design for Incorp. CE	Evaluation Design/ Unit Plans				
Implementation of Plan			20% @2	30% @3	30% @ 4	50% @ 4	70% @ 5	90% @ 6
Evaluation of Career Education					Evaluation	Evidence		
Year-Round School Concept							Optional	

CAREER EDUCATION IMPLEMENTATION CATEGORIES

Category 1

1. The district has conducted a needs assessment for career education which has resulted in an analysis of Career Education Concerns in the district and "working papers" for a district's operational philosophy of career education.
2. The district superintendent has made an operation commitment to implement a career education program.
3. Provisions have been made to provide for program coordination for career education. The superintendent may do this himself or designate the responsibility to another individual. In either case, clear authority must be provided for working closely with a variety of groups in the community and with all educators in all areas of the school curriculum.
4. At least 20% of all administrative staff in the district have received at least two hours of orientation designed to acquaint them with the career education concept.
5. At least 10% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 2 The district has met all conditions described for Category 1.

1. The district's needs assessment has resulted in an identification of critical career education needs in the district and recommended action.
2. The district Board of Education has approved an "operational philosophy" or tentative statement of beliefs concerning career education.
3. The school board has officially endorse career education and declared it to be a priority of the school district.

4. A coordinator of career education (full-time for districts with 10,000 or more students and part-time for districts under 10,000 students) has been employed by the district.

5. The Board of Education or District Superintendent has appointed a career education steering committee or Task Force. This should be a working committee which meets often enough to assist the coordinator in planning and in assuring that the work gets done.

6. The district steering committee has developed a tentative schedule of activities and budget and has assigned responsibility to persons and groups.

7. At least 40% of all administrative staff in the district have received at least two hours of orientation designed to acquaint them with the career education concept

8. At least 20% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 3 The district has met all conditions described for Category 2.

1. The district has designed a career education program which includes: (a) learner objectives by grade level; (b) identification of schools where the career education progrm can be initially developed and tested; (c) a design for the incorporation of career education into the total school curriculum.

2. At least 20% of the schools in the district are at Category 2 as defined by appropriate grade level categories.

3. At least 60% of all administrative staff in the district have received at least two hours of orientation designed to acquaint them with the career education concept.

4. At least 50% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 4

1. The district has met all conditions described for Category 3.
2. The district has designed a career education program which includes: (a) an evaluation system design; (b) development or adoption/adaptation of extensive unit plans and unit materials for teaching each phase of the integrated career education curriculum.
3. At least 30% of the schools in the district are at Category 3 as defined by appropriate grade level categories.
4. At least 80% of all administrative staff in the district have received at least two hours of orientation designed to acquaint them with the career education concept.
5. At least 70% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 5

1. The district has met all conditions described for Category 4.
2. At least 30% of the schools in the district are at Category 4 as defined by appropriate grade level categories.
3. A systematic evaluation of the effectiveness of career education in the district has been carried out and results from that evaluation are available.

4. At least 95% of all administrative staff in the district have received at least two hours of orientation designed to acquaint them with the career education concept.

5. At least 85% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 6

1. The district has met all conditions described for Category 5.

2. The Board of Education has appointed a career education advisory committee. The advisory committee should be a reflection of the social, economic and political characterisitcs of the community and include leaders and representatives from business and industry, labor, minority and disadvantaged groups.

3. At least 50% of the cone or district schools are at Category 4 as defined by appropriate grade level categories.

4. Clear and positive evidence of effectiveness of career education in the district has been obtained and is available.

5. At least 95% of all administrative staff of the district have received at least twelve hours of in-service education designed to provide them with the competencies necessary to give leadership in the implementation of career education.

Category 7

1. The district has met all conditions described for Category 6.

2. A Career Entry Council, involving the collaborative participation of personnel from both the formal educational system and from the business-labor-industry-professional-government community has been established and is systematically offering its services to all school leavers in the district.

3. At least 70% of the cone or district schools are at Category 5 as defined by appropriate grade level categories.

4. The district is operating on some variation of the "year round school" concept. (Optional)

Category 8

1. The district has met all conditions described for Category 7.

2. At least 90% of the cone or district schools are at Category 6 as defined by appropriate grade level categories.

CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Elementary)

How can one determine the extent to which a school has progressed in the implementation of career education? One approach would be to establish a set of categories representing increasingly higher levels of career education implementation. Then, by examining the status of the school at any give point in time, one could determine whether the school was in category 1, category 2, or some higher category. A school that was in category 3 could make specific plans for carrying out the steps necessary for reaching category 4.

An example of a set of career education implementation categories is attached herewith. By using this category scheme, and through a process of self-examination, a school could determine its own standing within the categories, and could establish the level which it has now reached in terms of the implementation of career education. Systematic procedures could then be developed for moving on up to successively higher categories over a period of time.

This approach is based on the realistic assumption that a school or school systems does not spring, in a single bound, from having no career education to having all of career education. Rather, it assumes that the development of career education is a process of incremental improvement over a period of time. Where does your school stand now in this category scheme? What would have to be done to move the school all the way to category 6?

Elementary Factors	Implementation Categories					
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
1. Teacher/Administrator Orientation	80%/2 hrs	90%/2 hrs	95%/2 hrs	---	---	---
2. Teacher/Administrator In-Service	25%/12	50%/12	75%/12	95%/12	---	---
3. Counseling/Guidance In-Service	75%/18	90%/18	95%/18	---	---	---
4. CE Integrated Units in Classroom	20%/2 units	40%/3 units	60%/5 units	80%/5 units	90%/5 units	95%/5 units
5. Resource Persons in School	20%/twice	40%/twice	60%/twice	80%/twice	90%/twice	95%/twice
6. Career Awareness Field Trips	20%/once	40%/once	60%/once	40%/twice	50%/twice	60%/twice
7. Parent Involvement in Home/School	0%/5%	0%/20%	75%/35%	80%/50%	80%/60%	80%/70%
8. Planning		Needs Assessment	Design CE Program	Operational Plan	75% Implementation	95% Implementation
9. Evaluation of CE Program		Evaluation	Evidence	---	---	---
10. School CE Coordinator				Appointed		
11. Program for Handicapped					80%	---
12. Program for Low Income						80%

CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Elementary)

Category 1

1-1. At least 80% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

1-2. At least 25% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

1-3. At least 75% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

1-4. At least 20% of all teachers in the school have used in their classroom at least two units integrated with career education objectives.

1-5. Resource persons from the community have participated at least twice in career education awareness activities in the school in at least 20% of the elementary classrooms.

1-6. At least 20% of all teachers in the school have provided their students with at least one career education awareness field trip to the community.

1-7. At least 5% of the parents of students in the school have participated in the school's career education program.

Category 2

The school has met all conditions described for Category 1.

2-1. At least 90% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

2-2. At least 50% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

2-3. At least 90% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and basic methodology of counseling and guidance in career education.

2-4. At least 40% of all teachers in the school have used in their classroom at least three units integrated with career education objectives.

2-5. Resource persons from the community have participated at least twice in career education awareness activities in the school in at least 40% of the elementary classrooms.

2-6. At least 40% of all teachers in the school have provided students with at least one career education awareness field trip to the community.

2-7. At least 20% of the parents of students in the school have participated in the school's career education program.

2-8. The school has completed a needs assessment for career education or participated in a district-wide needs assessment.

2-9. A systematic evaluation of the effectiveness of career education in the school has been carried out and results from that evaluation are available.

Category 3

The school has met all conditions described for Category 2.

3-1. At least 95% of all teachers/administrators including all new teachers in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

3-2. At least 75% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

3-3. At least 95% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

3-4. At least 60% of all elementary teachers in the school have used in their classroom at least five units integrated with career education objectives.

3-5. Resource persons from the community have participated at least twice in career education awareness activities in at least 60% of the elementary classrooms.

3-6. At least 60% of all teachers in the school have provided students with at least one career education awareness field trip to the community.

3-7. The school is operating programs that result in at least 75% of all parents in the school being involved, within the home, in some kind of career education awareness activity. Additionally, at least 35% of the parents of students in the school have participated in the school's career education program.

3-8. The school has designed a career education program or participated in designing a district program which includes learner objectives by grade level.

3-9. Clear and positive evidence of effectiveness of career education in the school has been obtained and is available.

Category 4

The school has met all conditions described for Category 3.

4-2. At least 95% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

4-4. At least 80% of all teachers in the school have used in their classroom five units integrated with career education objectives.

4-5. Resource persons from the community have participated at least twice in career education awareness activities in the school in at least 80% of the elementary classrooms.

4-6. At least 40% of all teachers in the school have provided students with at least two career education awareness field trips to the community.

4-7. The school is operating programs that result in at least 80% of all parents in the school being involved, within the home, in some kind of career education awareness activity. Additionally, at least 50% of the parents of the students in the school have participated in the school's career education program.

4-8. The school has designed an operational plan or participated in designing a district plan for career education which includes: (a) learner objectives by grade level; and (b) a design for meeting all career education objectives somewhere in the curriculum.

4-10. The school has appointed at least a part-time coordinator of career education.

Category 5

The school has met all conditions described for Category 4.

5-4. At least 90% of all teachers in the school have used in their classroom at least five units integrated with career education objectives.

5-5. Resource persons from the community have participated at least twice in career education awareness activities in the school in at least 90% of the elementary classrooms.

5-6. At least 50% of all teachers in the school have provided students with at least two career education awareness field trips to the community.

5-7. At least 60% of the parents of students in the school have participated in the school's career education program.

5-8. At least 75% of the teachers in the school have implemented the operational plan.

5-11. Special career education activities have been devised and are being conducted with at least 80% of all physically and mentally handicapped students enrolled in the school.

Category 6

The school has met all conditions described for Category 5.

6-4. At least 95% of all teachers in the school have used in their classroom at least five units integrated with career education objectives.

6-5. Resource persons from the community have participated at least twice in career education awareness activities in the school in at least 95% of the elementary classrooms.

6-6. At least 60% of all teachers in the school have provided students with at least two career education awareness field trips to the community.

6-7. At least 70% of the parents of students in the school have participated in the school's career education program.

6-8. At least 95% of the teachers in the school have implemented the operational plan.

6-12. Special career education activities have been devised and are being conducted with at least 80% of all students from low income families enrolled in the school.

CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Junior High)

How can one determine the extent to which a school has progressed in the implementation of career education? One approach would be to establish a set of categories representing increasingly higher levels of career education implementation. Then, by examining the status of the school at any give point in time, one could determine whether the school was in category 1, category 2, or some higher category. A school that was in category 3 could make specific plans for carrying out the steps necessary for reaching category 4.

An example of a set of career education implementation categories is attached herewith. By using this category scheme, and through a process of self-examination, a school could determine its own standing within the categories, and could establish the level which it has now reached in terms of the implementation of career education. Systematic procedures could then be developed for moving on up to successively higher categories over a period of time.

This approach is based on the realistic assumption that a school or school systems does not spring, in a single bound, from having no career education to having all of career education. Rather, it assumes that the development of career education is a process of incremental improvement over a period of time. Where does your school stand now in this category scheme? What would have to be done to move the school all the way to category 6?

Junior High Factors	Implementation Categories					
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
1. Teacher/Administrator Orientation	30%/2 hrs	60%/2 hrs	80%/2 hrs	95%/2 hrs	---	---
2. Teacher/Administrator In-Service	15%/12 hrs	35%/12 hrs	55%/12 hrs	75%/12 hrs	95%/12 hrs	---
3. Counseling/Guidance In-Service	40%/18 hrs	60%/18 hrs	80%/18 hrs	95%/18 hrs	---	---
4. CE Integrated Units in Classroom	10%/1 unit	25%/2 units	50%/3 units	75%/4 units	85%/4 units	95%/5 units
5. Resource Persons in School	10%/once	25%/twice	40%/twice	50%/twice	50%/twice	---
6. Field Experiences	10%/3 time	25%/3 time	50%/3 time	65%/3 time	80%/3 time	95%/3 time
7. Parent Involvement in Home/School	0%/5%	0%/20%	40%/35%	60%/50%	80%/70%	---
8. Planning		Needs Assessment	Design CE Program	Operational Plan	75% Implementation	95% Implementation
9. Evaluation of CE Program			Evaluation	Evidence	---	---
10. Hands-on Exploration			50%/twice	75%/twice	95%/twice	---
11. Career Center			Plans	Space Avail.	Operational	---
12. Reduce Race and Sex Bias			Program	---	---	---
13. School CE Coordinator				Appointed	---	---
14. Placement and Follow-up				Available to All	Follow-up Data on 50%	---
15. Program for Handicapped					80%	95%
16. Program for Low Income					80%	95%
17. Extended Day/Extended Year						Operational

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CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Junior High)

Category 1

1-1. At least 30% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

1-2. At least 15% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

1-3. At least 40% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

1-4. At least 10% of all teachers in the school have used in their classroom at least one unit integrated with career education objectives.

1.5 Resource persons from the community have participated at least once in career education activities in at least 10% of the junior high classrooms.

1-6. At least 10% of all teachers in the school have provided their students with at least three field experiences in the community.

1-7. At least 5% of the parents of students in the school have participated in the school's career education program.

Category 2

The school has met all conditions described for Category 1.

2-1. At least 60% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

2-2. At least 35% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

2-3. At least 60% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

2-4. At least 25% of all teachers in the school have used in their classroom at least two units integrated with career education objectives.

2-5. Resource persons from the community have participated at least twice in career education activities in the school in at least 25% of the junior high classrooms.

2-6. At least 25% of all teachers in the school have provided their students with three field experiences in the community.

2-7. At least 20% of the parents of students in the school have participated in the school's career education program.

2-8. The school has completed a needs assessment for career education or participated in a district wide needs assessment.

Category 3

The school has met all conditions described for Category 2.

3-1. At least 80% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

3-2. At least 55% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

3-3. At least 80% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

3-4. At least 50% of all teachers in the school have used in their classroom at least three units integrated with career education objectives.

3-5. Resource persons from the community have participated at least twice in career education activities in at least 40% of the junior high classrooms.

3-6. At least 50% of all teachers in the school have provided their students with at least three field experiences in the community.

3-7. The school is operating programs that result in at least 40% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 35% of the parents of students in the school have participated in the school's career education program.

3-8. The school has designed a career education program or participated in designing a district program which includes learner objectives by grade level.

3-9. A systematic evaluation of effectiveness of career education in the school has been carried out and results from that evaluation are available.

3-10. At least 50% of all middle/junior high school pupils in the school have participated in at least two "hands-on" career exploration projects.

3-11. Through the involvement of adminstrators, counselors, teachers, students, and parents, the school has developed plans for a career center.

3-12. The school has devised and is operating programs designed to reduce both race and sex bias in the occupational decision making process.

Category 4

The school has met all conditions described for Category 3.

4-1. At least 95% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

4-2. At least 75% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

4-3. At least 95% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

4-4. At least 75% of all teachers in the school have used in their classroom at least four units integrated with career education objectives.

4-5. Resource persons from the community have participated at least twice in career education activities in the school in at least 50% of the junior high classrooms.

4-6. At least 65% of all teachers in the school have provided their students with at least three field experiences in the community.

4-7. The school is operating programs that result in at least 60% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 50% of the parents of students in the school have participated in the school's career education program.

4-8. The school has designed an operational plan or participated in designing a district operational plan for career education which includes: (a) learner objectives by grade level; and (b) a design for meeting all career education objectives somewhere in the curriculum.

4-9. Clear and positive evidence of effectiveness of career education in the school has been obtained and is available.

4-10. At least 75% of all middle/junior high school pupils in the school have participated in at least two "hands-on" career exploration projects.

4-11. Space has been provided for the career center and some initial collecting of materials and equipment has been undertaken.

4-13. The school has appointed at least a part-time coordinator of career education.

4-14. Clear evidence of job and/or further educational placement assistance efforts in the school is available to all school leavers.

Category 5

The school has met all conditions described for Category 4.

5-2. At least 95% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

5-4. At least 85% of all teachers in the school have used in their classroom at least five units integrated with career education objectives.

5-5. Resource persons from the community have participated at least twice in career education activities in the school in at least 60% of the junior high classrooms.

5-6. At least 80% of all teachers in the school have provided their students with at least three field experiences in the community.

5-7. The school is operating programs that result in at least 80% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 70% of the parents of students in the school have participated in the school's career education program.

5-8. At least 75% of the teachers in the school have implemented the operational plan.

Junior High

5-10. At least 95% of all middle/junior high school pupils in the school have participated in at least two "hands-on" career exploration projects.

5-11. The school's career center has been completed and is equipped with both materials and equipment for use by all students.

5-14. Follow-up data with respect to both work and educational experiences have been collected from and are available for at least 50% of all students (excluding transfers) who have left the school during the past twelve months.

5-15. Special career education activities have been devised and are being conducted with at least 80% of all physically and mentally handicapped students enrolled in the school.

5-16. Special career education activities have been devised and are being conducted with at least 80% of all students from low income families enrolled in the school.

Category 6

The school has met all conditions described for Category 5.

6-4. At least 95% of all teachers in the school have used in the classroom at least five units integrated with career education objectives.

6-6. At least 95% of all teachers in the school have provided their students with at least three field experiences in the community.

6-8. At least 95% of the teachers in the school have implemented the operational plan.

6-15. Special career education activities have been devised and are being conducted with at least 95% of all physically and mentally handicapped students enrolled in the school.

6-16. Special career education activities have been devised and are being conducted with at least 95% of all students from low income families enrolled in the school.

6-17. The school is operating on some variation of the extended-day, extended-year concept.

CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Senior High)

How can one determine the extent to which a school has progressed in the implementation of career education? One approach would be to establish a set of categories representing increasingly higher levels of career education implementation. Then, by examining the status of the school at any give point in time, one could determine whether the school was in category 1, category 2, or some higher category. A school that was in category 3 could make specific plans for carrying out the steps necessary for reaching category 4.

An example of a set of career education implementation categories is attached herewith. By using this category scheme, and through a process of self-examination, a school could determine its own standing within the categories, and could establish the level which it has now reached in terms of the implementation of career education. Systematic procedures could then be developed for moving on up to successively higher categories over a period of time.

This approach is based on the realistic assumption that a school or school systems does not spring, in a single bound, from having no career education to having all of career education. Rather, it assumes that the development of career education is a process of incremental improvement over a period of time. Where does your school stand now in this category scheme? What would have to be done to move the school all the way to category 6?

Senior High Factors	Implementation Categories					
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
1. Teacher/Administrator Orientation	20%/2 hrs	40%/2 hrs	60%/2 hrs	80%/2 hrs	95%/2 hrs	---
2. Teachers/Administrator In-Service	10%/12 hrs	20%/12 hrs	50%/12	70%/12 hrs	85%/12 hrs	95%/12 hrs
3. Counseling/Guidance In-Service	40%/18 hrs	60%/18 hrs	80%/18 hrs	95%/18 hrs	---	---
4. CE Integrated Units in Classroom	5%/1 unit	15%/2 units	40%/3 units	60%/4 units	75%/5 units	95%/5 units
5. Resource Persons in School	5%/once	10%/twice	30%/twice	50%/twice	60%/twice	---
6. Parent Involvement in Home/School	0%/5%	0%/20%	40%/35%	60%/50%	80%/70%	---
7. Planning		Needs Assessment	Design CE Program	Operational Plan	75% Implementation	95% Implementation
8. Occupational Programs		Available to All	---	---	---	---
9. Career Decision Making			80%	90%	95%	---
10. Work Experience (Paid or Unpaid)			50%/1 sem	75%/1 sem	80%/1 yr	95%/1 yr
11. Evaluation of CE Program			Evaluation	Evidence	---	---
12. Career Center			Plans	Space Avail.	Operational	---
13. Reduce Race and Sex Bias			Program	---	---	---
14. School CE Coordinator				Appointed	---	---
15. Placement and Follow-up				Available to All	Follow-up Data on 50%	---
16. Program for Handicapped					80%	95%
17. Program for Low Income					80%	95%
18. Program for Gifted					50%	95%
19. Extended Day/Extended Year						Operational

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CAREER EDUCATION IMPLEMENTATION CATEGORIES

(Senior High)

Category 1

1-1. At least 20% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

1-2. At least 10% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

1-3. At least 40% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and basic methodology of counseling and guidance in career education.

1-4. At least 5% of all teachers in the school have used in their classroom at least one unit integrated with career education objectives.

1-5. Resource persons from the community have participated at least once in career education activities in the school in at least 5% of the senior high classrooms.

1-6. At least 5% of the parents of students in the school have participated in the school's career education program.

Category 2

The school has met all conditions described for Category 1.

2-1. At least 40% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

2-2. At least 20% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

2-3. At least 60% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

2-4. At least 15% of all teachers in the school have used in their classroom at least two units integrated with career education objectives.

2-5. Resource persons from the community have participated in career education activities at least twice in the school in at least 10% of the senior high classrooms.

2-6. At least 20% of the parents of students in the school have participated in the school's career education program.

2-7. The school has completed a needs assessment for career education or participated in a district-wide needs assessment.

2-8. Training opportunities are available, through a combination of vocational offerings in the school or training stations in the community, for choice by 100% of all senior high school students.

Category 3

The school has met all conditions described for Category 2.

3-1. At least 60% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

3-2. At least 50% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

3-3. At least 80% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

3-4. At least 40% of all teachers in the school have used in their classroom at least three units integrated with career education objectives.

3-5. Resource persons from the community have participated in career education activities at least twice in the school in at least 30% of the senior high classrooms.

3-6. The school is operating programs that result in at least 40% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 35% of the parents of students in the school have participated in the school's career education program.

3-7. The school has designed a career education program or participated in designing a district program which includes learner objectives by grade level.

3-9. At least 80% of all senior high school students in the school have participated in systematic career decision making activities through individual and/or group counseling.

3-10. At least 50% of all senior high school students in the school have participated in a systematic work experience (paid or unpaid) project for at least one semester or marking period during the school year.

3-11. A systematic evaluation of the effectiveness of career education in the school has been carried out and results from that evaluation are available.

3-12. Through the involvement of administrators, counselors, teachers, students, and parents, the school has developed plans for a career center.

3-13. The school has devised and is operating programs designed to reduce both race and sex bias in the occupational decision making process.

Category 4

The school has met all conditions described for Category 3.

4-1. At least 80% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

4-2. At least 70% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

4-3. At least 95% of all counseling and guidance personnel in the school have received at least eighteen hours of in-service education designed to acquaint them with career education concepts and the basic methodology of counseling and guidance in career education.

4-4. At least 60% of all teachers in the school have used in their classroom at least four units integrated with career education objectives.

4-5. Resource persons from the community have participated in career education activities in the school at least twice in at least 50% of the senior high classrooms.

4-6. The school is operating programs that result in at least 60% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 50% of the parents of students in the school have participated in the school's career education program.

4-7. The school has designed an operational plan or participated in designing a district operational plan for career education which includes: (a) learner objectives by grade level; and (b) a design for meeting all career education objectives somewhere in the curriculum.

4-9. At least 90% of all senior high school students in the school have participated in systematic career decision making activities through individual and/or group counseling.

4-10. At least 75% of all senior high school students in the school have participated in a systematic work experience (paid or unpaid) project for at least one semester or marking period during the school year.

4-11. Clear evidence of effectiveness of career education in the school has been obtained and is available.

4-12. Space has been provided for the career center and some initial collecting of materials and equipment has been undertaken.

4-14. The school has appointed at least a part-time coordinator of career education.

4-15. Clear evidence of job and/or future educational placement assistance efforts in the school is available to all graduates or other school leavers.

Category 5

The school has met all conditions described for Category 4.

5-1. At least 95% of all teachers/administrators in the school have received at least two hours of orientation designed to acquaint them with career education concepts.

5-2. At least 85% of all teachers/administrators in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

5-4. At least 75% of all teachers in the school have used in their classroom at least five units integrated with career education objectives.

5-5. Resource persons from the community have participated at least twice in career education activities in at least 60% of the senior high classrooms.

5-6. The school is operating programs that result in at least 80% of all parents in the school being involved, within the home, in some kind of career education activity. Additionally, at least 70% of the parents of students in the school have participated in the school's career education program.

5-7. At least 75% of the teachers in the school have implemented the operational plan.

5-9. At least 95% of all senior high school students in the school have participated in systematic career decision making activities through individual and/or group counseling.

5-10. At least 80% of all senior high school students in the school have been given an opportunity and encouraged to participate in a systematic work experience (paid or unpaid) project for at least one full school year during the time they are in high school.

5-12. The school's career center has been completed and is equipped with both materials and equipment for use by all students.

5-15. Follow-up data with respect to both work and educational experiences have been collected from and are available for at least 50% of all students (excluding transfers) who have left the school during the past twelve months.

5-16. Special career education activities have been devised and are being conducted with at least 80% of all physically and mentally handicapped students enrolled in the school.

5-17. Special career education activities have been devised and are being conducted with at least 80% of all students from low income families enrolled in the school.

5-18. Special career education activities have been devised and are being conducted with at least 50% of all senior high school students in the school who have been identified as in either the highly gifted or highly talented categories.

Category 6

The school has met all conditions described for Category 5.

6-2. At least 95% of all teachers in the school have received at least twelve hours of in-service education designed to acquaint them with basic methodology of career education in the classroom.

6-4. At least 95% of all teachers in the school have used in their classroom at least five units integrated with career education objectives.

6-7. At least 95% of the teachers in the school have implemented the operational plan.

6-10. At least 95% of all senior high school students in the school have been given an opportunity and encouraged to participate in a systematic work experience (paid or unpaid) project for at least one full school year during the time they are in high school.

6-16. Special career education activities have been devised and are being conducted with at least 95% of all physically and mentally handicapped students enrolled in the school.

6-17. Special career education activities have been devised and are being conducted with at least 95% of all students from low income families enrolled in the school.

6-18. Special career education activities have been devised and are being conducted with at least 95% of all senior high school students in the school who have been identified as in either the highly gifted or highly talented categories.

6-19. The school is operating on some variation of the extended-day, extended-year concept.

ATTACHMENT B

DISTRICT ACTIVITIES

Logan District

- Grade level teacher groups developed two career related instuctional units for each teacher.
- A director was assigned to manage World of Work throughout the schools.
- The mobile career education unit visited all elementary schools providing hands-on experiences for approximately 1,000 students.
- A career center is now operating in the District's junior high school.
- All high school, junior high and elementary teachers (approximately 150) attended a two-hour orientation during December to assess interest in developing two career education units per teacher on each level.
- A career fair was organized and held at the junior high level.
- Ninth grade students visited 30 business and industrial sites.
- All teachers in the district are engaged in developing and carrying out career education activities in their classrooms.
- Conducted parent program with contacts made by teachers to 10th grade students and parents. This contact consisted of school and career information.
- An Elementary Career Education Handbook (K-6) was created.
- All elementary schools were using Bread and Butterflies materials, teacher workbook and appropriate student materials.
- All high school students have viewed the Counselor Film series on career education (Career Futures).
- Incorporated the Community Workers Series produced by the Utah State Board of Education (UNIT, Utah Network for Instructional Television).
- Participated in the Industrial Arts Career Exploration Project sponsored by the Office of Utah State Board of Education.
- Disseminated district's career education program to others districts in Utah, Wyoming, Idaho and Texas.
- Renewed usage of district produced video-tapes of local job sites.
- Made a presentation at AVA about district career education efforts in developing mobile modules.

- Participated in infusion program with the Career Education Unit at the junior high level.

- Sent students to annual statewide Career Fair, sponsored by the Chamber of Commerce.

Granite District

- 415 man/woman hours in career education orientation have been given to 495 persons: aministrators, PTA groups, elementary, and secondary teachers (average of 50 minutes per individual).

- Sixteen junior high administrators and seven district administrators attend the two-day workshop sponsored by the Career Education Unit.

- Approximately 103 junior high teachers in math, science, music and art participated in 12 hours of career education in-service during February.

- Four elementary and three senior high English teachers participated in the same workshop. (These seven administered the pre- and post-assessment tests to their 4th and 10th grade classes.)

- Participated in the Industrial Arts Career Exploration project sponsored by the Office of the Utah State Board of Education.

- Participated in a similar project for junior high homemaking. Resulted in the field testing, presently, of 27 modules in home economics.

- Invited representatives from 6 commercial companies to demonstrate materials to district teachers and administrators.

- Funded an exploratory science program at Eisenhower Junior High. The purpose of the program was to develop several hands-on activities for junior high students in science.

- Funded an elementary program for summer school activities related to career awareness.

- Each of the 13 junior high added approximately $1,000 worth of career education software to their career and/or media center.

- Participated in infusion program with the Career Education Unit at the junior high level.

Millard District

- District coordinator has met with the District Superintendent and the District's four principals in planning a district-wide effort in career education.

- Two principals (33%) attended the two-day workshop presented by the Career Education Unit.

- Two 1 hour 15 minutes orientation meetings were held for 95 of the 104 (92%) teachers within the District.
- A total of 12 hours of workshops for all of the District's teachers was conducted during the spring of 1976.
- Invited various commercial companies to display the available materials in career education.
- Purchased materials for counseling centers and media areas for all elementary and secondary schools.
- Participated in infusion program with the Career Education Unit at the junior high level.

Morgan District

- All 31 secondary teachers, counselors, and administrators in the district attended a one-hour session on Career Education in December.
- Fourteen secondary persons interested in developing career education units have met during four one-hour session.
- District purchased Picture Interest Exploration Survey (PIES) for career center at secondary level.
- All secondary teachers were introduced to the career center.
- A career education aide has identified potential sites for career exploration or hands-on activities for secondary students.
- An elementary career education aide spends one-half day collecting and organizing career education materials, identifying human resources, and creating a data bank on career education.
- Each elementary teacher (30) developed a four-week career education unit to be infused into the curriculum, and this will be presented at four different times throughout the year.
- Career materials have been added to the schools' media centers.
- Thirty-five elementary teachers, special education teachers, media specialists, and career education aide received two days of training in late February.
- Elementary teachers developed three career education units during the 1975-76 school year.
- Fourteen secondary teachers from all curriculum areas developed units for infusion into the classroom.

Nebo District

- Sixty-five (40 elementary and 25 secondary) teachers completed 20 hours of training during August 1975.
- One hundred (50 elementary and 50 secondary) teachers completed 20 hours of training during December 1975.
- Eight counselors have received 20 hours of training.
- Nineteen administrators have received two days of training during the workshop sponsored by the Career Education Unit.
- Sixteen complete sets of World of Work units have been purchased for the sixteen elementary schools in the district.
- Thirty-six elementary teachers received 12 hours of training.
- Twenty-eight administrators spent between ½ to 2 full days of training in career education.
- As a result of the career education emphasis the district has moved to performance-based criteria at secondary levels.
- The district is now in the process of infusing career education into high school academic areas.
- Participated in the Industrial Arts Career Exploration Project sponsored by the Office of Utah State Board of Education.
- Participated in infusion program with the Career Education Unit at the junior high level.
- The district has created an alternative high school for 50 students.

Washington District

- Ten administrators have spent 10 hours preparing a district plan and in planning in-service training.
- The District Board of Education was in-serviced for two hours on career education for the district.
- An advisory council of ten members spent one hour of in-service training.
- 130 teachers, counselors, and administrators have spent two faculty meetings (1 hour total) on career education.
- Films, slides, filmstrips, tapes, and books have been purchased from Olympus Publishing Company.

- 130 teachers, counselors, and administrators spent one to two faculty meetings each month on career education.
- Teachers were identified and selected to spend time planning for maximum utilization and in-service training for respective schools in career education.
- Concentrated on career education at the regular mid-winter institute. Had Ken Hoyt speak to administrators (statewide) during the day and to all of the districts teachers and community persons at night.

Weber District

- Nine administrators in the Roy High School attendance cone and three district office personnel have received 11 hours of training.
- Forty junior high teachers at Sand Ridge Junior High have received six hours of training during December and into January.
- Thirty junior high teachers at Roy Junior High have received five hours of training.
- Seventy high school teachers from Roy High School have received six hours of training.
- During February all 114 elementary teachers received an additional three hours of training (in the Roy High attendance cone).
- During February and March the 70 high school teachers received an additional 4-5 hours of training (Roy High School teachers).
- During February-April the 70 junior high personnel received an additional 6-7 hours of training (Roy and Walquist junior highs--in the Roy High cone).
- Participated in the Industrial Arts Career Exploration Project sponsored by the Office of Utah State Board of Education.
- Participated in infusion program with the Career Education Unit at the junior high level.
- Published an infusion effort for junior high social studies teachers.

ATTACHMENT C

INCREMENTAL IMPROVEMENT IN CAREER EDUCATION

EVALUATION REPORT

UTAH STATE DEPARTMENT OF EDUCATION

Lynn Jensen, Project Director

Milford C. Cottrell, Evaluator

1976

INTRODUCTION

During the summer of 1975 the Career Education Incremental Improvement Project was finalized. The objective was to have each district achieving at the second level or higher in the elementary, Junior High, and High School grades. (See appendix A for incremental levels). Seven school districts were involved in the program. These were Granite, Logan, Millard, Morgan, Nebo, Washington, and Weber. Among these districts were representatives of large and small districts, and urban and rural districts.

Each participating district was involved in the planning of the project and was therefore acquainted with the expectations of both objectives and general procedures involved in achieving the goals. Procedures for achieving the goals were only generally planned by the entire group. Each district was free to implement the details of program operation as they desired.

EVALUATION PROCEDURES

In order to evaluate the primary objective, (to have each district achieving and functioning at the second incremental level by the end of the school year) a questionnaire was designed for completion by the teachers who were involved in career education in each district. (See

appendix B) Results of this questionnaire were analyzed and served as the primary information source for evaluation of the primary objective.

As the plans for evaluation were finalized, it was decided that a desirable part of the evaluation would be to obtain student input regarding their knowledge of Career Education concepts and their ability to articulate this knowledge. It was determined that one hundred fourth grade students, one hundred seventh grade students, and one hundred tenth grade students would be selected from each of the seven school districts. All selected students would be pre- and posttested using standardized instruments designed for this purpose. The Comprehensive Career Assessment Scale was selected to be used in the fourth grade. The Career Maturity Inventory was used at the seventh grade level and the Assessment of Career Development was administered to selected tenth grade students. Pre- and posttest results were also analyzed using the correlated t-ratio to determine if differences were significant. All tests were not given in Millard School District, therefore results for Millard are incomplete.

RESULTS OF C.C.A.S.

The Comprehensive Career Assessment Scale yeilds two scores, a familiarity score and an interest score. It also yeilds these scores for fifteen occupational clusters as defined by the U.S. Office of Education.

Granite School District

Table 1 contains the C.C.A.S. test results for fourth grade students in Granite School District. The average gain was negative in both familiarity and interest. The mean change for the familiarity scale when utilizing the actual values was -.07 compared to an interest change of -.88. Six of the fifteen familiarity clusters registered a positive change pattern while fourteen out of fifteen interest cluster scores showed negative growth. The highest initial familiarity ratings were for Communication, Hospitality, Personal and Public Service and Transportation. The high clusters on the pretest remained in their relative position on the posttest, however, these did show in most cases, negative changes. Low scores on pretest familiarity clusters included Consumer and Manufacturing. Interest scales showed that students were most interested in Communication, Fine Arts, Health, Hospitality and Public Services occupations. The high interest cluster remained high on the posttest but did show negative growth on the interest scale.

Logan School District

C.C.A.S. scores for the Logan School District are found in Table 2. It will be noted that nearly all gains were negative indicating little or no growth during the school year in areas measured by this instrument. The mean gain in familiarity was -.178 while the mean gain in interest was -.367.

Table 1

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Granite School District,
1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	10.60	10.74	+.14	10.89	10.45	- .44
Business and Office	8.28	8.41	+.13	9.53	8.13	-1.40
Communications and Media	11.64	11.29	-.35	10.95	9.92	-1.03
Construction	10.91	10.77	-.14	10.25	9.63	- .62
Consumer and Homemaking Education	7.77	8.17	+.40	9.30	8.20	-1.10
Environment	10.38	9.94	-.44	9.27	8.27	-1.00
Fine Arts and Humanities	10.56	10.44	-.12	10.94	10.40	- .54
Health	10.79	10.42	-.37	11.09	10.19	- .90
Hospitality and Recreation	11.15	11.00	-.15	10.83	10.18	- .65
Manufacturing	7.79	7.88	+.09	9.53	8.11	-1.42
Marine Science	8.11	8.06	-.05	9.94	8.67	-1.27
Marketing and Distribution	9.87	10.07	+.20	9.45	8.69	- .76
Personal Services	11.48	11.30	-.18	9.18	8.46	- .72
Public Service	11.54	11.31	-.23	10.83	10.08	- .75
Transportation	11.43	11.46	+.03	10.61	9.93	- .68
Means	10.15	10.08	-.07	10.17	9.29	- .88

Table 2

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Logan School District,
1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	10.20	9.96	-.24	10.16	9.30	-.86
Business and Office	8.21	7.84	-.37	8.51	7.56	-.95
Communications and Media	10.04	9.87	-.13	9.95	9.78	-.17
Construction	10.00	9.81	-.19	9.06	8.84	-.22
Consumer and Homemaking Education	7.73	7.20	-.53	8.35	7.62	-.73
Environment	9.41	8.88	-.53	7.77	7.47	-.30
Fine Arts and Humanities	9.71	9.50	-.20	9.87	9.69	-.18
Health	9.30	9.57	+.27	9.46	9.32	-.14
Hospitality and Recreation	10.15	10.14	-.01	9.92	9.94	+.02
Manufacturing	7.31	6.96	-.35	7.73	7.20	-.53
Marine Science	7.68	7.84	+.16	8.85	8.10	-.75
Marketing and Distribution	9.14	8.65	-.49	8.27	7.71	-.56
Personal Services	10.33	10.16	-.17	8.08	7.89	-.19
Public Service	10.56	10.48	-.08	9.69	9.52	-.17
Transportation	10.06	10.25	+.19	8.98	9.20	+.22
Means	9.32	9.14	-.18	8.97	8.60	-.37

The career cluster of Public Services led all other clusters in familiarity on both the pretest and posttest. At an equally high level on both tests were the clusters of Personal Services and Hospitality and Recreation. The interest scale showed that Agribusiness was the highest on the pretest but dropped almost a whole point (-.86) on the posttest. As has been previously mentioned, the decline in interest from the pretest to the posttest was consistent in every cluster except Transportation. Interest in Business and Office, Consumer and Homemaking Education dropped -.95 and -.73 respectively. The most positive gain in Familiarization and interest was Transportation (.19 and .22).

Morgan School District

C.C.A.S. results for Morgan School District are in Table 3. It will be noted that there was an overall slight negative gain in both familiarity and interest. Clusters with the highest familiarity include the areas of Personal and Public Services. The high familiarity clusters remaining high on the posttest, however, did register negative growth. Low familiarity was found to exist among the clusters of Business, Consumer Education and Marine Science. The low clusters each made minimal positive growth. Six clusters, Agribusiness, Communication, Fine Arts, Health, Hospitality and Public Service, all were high on the pretest interest scale. The high six clusters remained high on the posttest, however, each cluster registered negative growth. Of the

Table 3

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Morgan School District,
1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	9.51	9.60	+.09	10.61	10.18	- .43
Business and Office	7.07	7.25	+.18	9.36	8.14	-1.22
Communications and Media	9.06	9.77	+.69	10.28	10.01	- .27
Construction	9.41	9.26	-.15	9.90	8.92	- .98
Consumer and Homemaking Education	6.88	7.09	+.21	9.39	8.61	- .78
Environment	8.55	8.27	-.28	8.58	7.77	- .19
Fine Arts and Humanities	9.02	8.90	-.12	10.57	10.00	- .57
Health	9.88	8.94	-.94	10.47	10.01	- .46
Hospitality and Recreation	9.53	9.39	-.14	10.29	10.14	- .15
Manufacturing	6.64	6.69	+.05	8.69	7.86	- .83
Marine Science	6.80	6.89	+.09	9.17	8.39	- .76
Marketing and Distribution	8.25	8.15	-.20	9.35	8.50	- .85
Personal Services	10.05	9.74	-.31	8.98	7.96	-1.02
Public Service	10.38	9.81	-.57	10.28	9.57	- .71
Transportation	9.86	9.62	-.24	9.91	9.20	- .71
Means	8.73	8.62	-.11	9.72	9.02	- .70

thirty cluster scores only six showed positive growth, all familiarity change scores, compared to twenty-four negative change scores.

Nebo School District

In Nebo School District (Table 4), six of fifteen familiarity scores and twelve of fifteen interest scores showed positive gains. Among the highest in familiarity were Public Service, Agribusiness, Personal Services and Transportation. Three of the four high clusters gained a small measure of familiarity over the course of the experiment, .22, .12, and .26, while Personal Services produced a negative growth of -.11. The top three clusters in interest included Agribusiness, Fine Arts, and Public Services. All three clusters lost interest over the course of the experiment, -.26, -.16, and -.04 respectively. The average change for the familiarity scale when considering the actual changes results was .022 and a -.131 for the interest scale.

Washington School District

C.C.A.S. results for Washington School District (Table 5) showed a mean gain of -.13 in familiarity and a mean gain of .5 in interest. Clusters with the highest familiarity include Personal and Public Services, Transportation and Agribusiness. Clusters with the least degree of familiarity include Manufacturing, Consumer Education, Business and Office, and Marine Science. Each of these clusters registered a positive change (1.09) while Personal

Table 4

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Nebo School District, 1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	9.13	9.25	+.12	9.15	8.89	-.26
Business and Office	7.13	6.84	-.29	7.14	7.06	-.08
Communications and Media	8.91	8.78	-.13	9.01	8.79	-.32
Construction	8.81	8.88	+.07	8.07	7.96	-.11
Consumer and Homemaking Education	7.23	6.66	-.57	7.69	7.03	-.66
Environment	8.17	7.96	-.21	7.13	7.10	-.03
Fine Arts and Humanities	8.82	9.06	+.24	9.44	9.28	-.16
Health	8.54	8.50	-.04	8.95	9.03	+.08
Hospitality and Recreation	8.88	9.05	+.17	8.91	8.67	-.24
Manufacturing	6.44	6.72	+.28	6.96	6.86	-.10
Marine Science	6.60	6.91	+.31	7.33	7.66	+.33
Marketing and Distribution	8.10	8.11	+.01	7.48	7.18	-.30
Personal Services	9.04	8.93	-.11	7.81	7.45	-.36
Public Service	9.64	9.86	+.22	9.26	9.22	-.04
Transportation	9.07	9.33	+.26	8.23	8.52	+.29
Means	8.30	8.32	+.02	8.17	8.04	-.13

Table 5

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Washington School District,
1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	10.07	9.82	-.25	10.60	11.13	+ .53
Business and Office	7.60	7.28	-.32	8.44	8.96	+ .52
Communications and Media	9.84	10.06	+.22	10.27	11.01	+ .74
Construction	10.01	9.85	-.16	9.71	10.12	+ .41
Consumer and Homemaking Education	7.21	6.93	-.28	8.45	9.00	+ .55
Environment	9.58	9.22	-.36	8.42	8.77	+ .35
Fine Arts and Humanities	9.86	9.54	-.32	10.26	10.43	+ .17
Health	9.59	9.23	-.36	10.50	10.44	- .06
Hospitality and Recreation	10.09	9.88	+.77	10.31	11.17	+ .86
Manufacturing	7.00	7.06	+.06	8.17	8.92	+ .75
Marine Science	6.93	7.09	+.16	8.56	9.65	+1.09
Marketing and Distribution	8.73	8.87	+.06	8.79	9.14	+ .35
Personal Services	10.52	10.34	-.18	8.87	8.54	- .33
Public Service	10.60	10.44	-.16	9.94	10.63	+ .69
Transportation	10.23	10.35	+.12	10.02	10.85	+ .83
Means	9.19	9.06	-.13	9.42	9.92	+ .50

Services produced the largest negative drop in interest (-.33). Clusters that showed the highest interest on the posttest results included Agribusiness, Communications, and Hospitality, 11.13, 11.01, and 11.17 respectively.

Weber School District

Observation of scores for Weber School District (Table 6) reveals that there was no change in familiarity scores between pre- and posttests. There was a slight average gain, however, between pre- and posttest results for interest scores.

At the beginning of the experiment the students showed that they were least familiar with the career clusters of Manufacturing, Consumer and Homemaking Education, Marine Science, and Business and Office occupations. At the conclusion of the treatment the same four clusters were still the lowest and two of the four, Manufacturing, and Consumer and Homemaking Education, obtained negative growth. The most familiar at the start of the school was Public Service and remained in first place on the posttest.

RESULTS OF THE C.M.I.

The Career Maturity Inventory produces six subscales. This instrument was administered on a pre and post basis to one hundred students in the seventh grade in each of the participating districts. The results were tabulated and a correlated t-ratio computed to determine if differences between the pre and post test results were significant.

Table 6

Pre and Post Comprehensive Career Education Scale Scores
Fourth Grade Students, Weber School District,
1975-1976

Career Clusters	Familiarity			Interest		
	Pre	Post	Gain	Pre	Post	Gain
Agribusiness and Natural Resources	10.20	10.22	+.02	10.86	11.29	+ .43
Business and Office	7.91	7.95	+.04	9.07	9.71	+ .64
Communications and Media	10.54	10.36	-.18	10.88	11.10	+ .22
Construction	10.09	10.46	+.35	9.84	10.77	+ .93
Consumer and Homemaking Education	7.65	7.41	-.24	8.80	8.46	+ .66
Environment	9.53	9.36	-.17	8.12	8.81	+ .69
Fine Arts and Humanities	10.03	9.87	-.16	10.82	11.12	+ .30
Health	9.64	9.77	+.13	10.40	11.05	+ .65
Hospitality and Recreation	10.72	10.67	-.05	10.88	11.18	+ .30
Manufacturing	7.48	7.43	-.05	8.66	9.33	+ .67
Marine Science	7.75	7.98	+.23	9.04	10.30	+1.26
Marketing and Distribution	9.10	8.97	-.13	9.32	9.61	+ .29
Personal Services	10.46	10.52	+.06	8.60	8.87	+ .27
Public Service	11.07	11.22	+.15	10.60	11.32	+ .72
Transportation	10.67	10.57	-.10	10.33	10.90	+ .66
Means	9.52	9.52	0	9.75	10.32	+ .57

Granite School District

Pretest and posttest means and standard deviations for the subscales of the C.M.I. test given to seventh graders in the Granite School District have been placed in Table 7. Small gains were noted in four subscales while two of the subscales (Knowing Yourself and Knowing About Jobs) showed larger gains. The gains in the latter two subscales were large enough to be significant.

Logan School District

Table 8 contains the means and standard deviations of the C.M.I. test results for tenth grade students in Logan School District. Gains on all subscales were in excess of one raw score point. Only on the subscales of Attitude and Knowing Yourself were differences not significant. On the subscale of Looking Ahead the difference was significant at only the .10 level. Other differences were significant at the .01 level.

Millard School District

No posttest was administered in Millard School District. Pretest results are recorded in Table 9. No comparisons are possible due to the lack of data.

Morgan School District

Pre- and posttest results for Morgan School District are recorded in Table 10. Slight gains (two negative and two positive) were noted in the first four categories. In the

Table 7

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Granite School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	31.81	5.88	32.33	6.45	.52	.61
Knowing Yourself	9.95	4.66	11.63	4.01	1.68	2.81*
Knowing About Jobs	10.57	5.12	13.08	4.44	2.51	3.86*
Choosing a Job	10.41	3.76	10.69	4.23	.28	.92
Looking Ahead	10.63	5.33	11.32	4.85	.69	.99
What Should They Do	7.10	3.33	7.42	3.84	.32	.64

*P<.01

Table 8

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Logan School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	31.08	6.09	32.23	5.21	1.15	1.36
Knowing Yourself	9.56	4.21	10.57	4.18	1.01	1.60
Knowing About Jobs	10.49	4.17	12.02	4.33	1.53	3.73*
Choosing a Job	8.30	3.69	9.98	3.45	1.68	3.14*
Looking Ahead	8.67	4.65	9.91	4.75	1.24	1.75**
What Should They Do	5.63	2.97	7.08	3.37	1.45	3.02*

*P<.01
**P<.10

Table 9

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Millard School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	32.35	5.33				
Knowing Yourself	11.06	3.07				
Knowing About Jobs	12.91	3.02				
Choosing a Job	11.03	3.25				
Looking Ahead	11.92	3.81				
What Should They Do	8.39	2.61				

Table 10

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Morgan School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	30.86	4.60	30.56	7.15	-.30	.37
Knowing Yourself	9.34	3.55	9.14	4.05	-.20	.38
Knowing About Jobs	11.01	3.98	11.16	4.20	.15	.27
Choosing a Job	9.21	3.69	9.64	4.18	.43	.80
Looking Ahead	8.07	4.07	9.98	4.84	1.91	3.12*
What Should They Do	5.51	2.86	6.37	3.43	.86	1.99**

*P<.01
**P<.05

sub-categories of Looking Ahead and What Should They Do the posttest scores were significantly higher than pretest scores.

Nebo School District

In Nebo School District three of the differences between pre- and posttests showed negative gains. In one of these Knowing Yourself this negative difference was significant at the .02 level. Other differences (both positive and negative) were non-significant. These results are found in Table 11.

Washington School District

Of the six subscales on the C.M.I. three registered negative growth and three a positive gain (Table 12). All gains were too small to be significant except in the area of Knowing Yourself where a significant positive gain ($P<.05$) was recorded.

Weber County School District

Testing results using the C.M.I. in Weber County School District are recorded in Table 13. It will be noted that all gains are positive though no gains are of sufficient magnitude to be significant.

RESULTS OF ACD TESTING

The Assessment of Career Development test was administered to approximately one hundred tenth grade students in six of the seven school districts. Pre- and posttest

Table 11

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Nebo School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	29.90	5.43	30.51	5.38	.61	.78
Knowing Yourself	10.57	3.92	9.12	4.51	-1.45	2.36*
Knowing About Jobs	11.48	3.34	11.84	3.90	.36	.68
Choosing a Job	10.80	3.05	10.62	4.04	- .18	.34
Looking Ahead	11.04	3.83	10.94	4.46	- .10	.17
What Should They Do	6.80	2.67	6.72	3.82	- .08	.15

*P<.02

Table 12

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Washington School District, 1975-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	30.60	4.97	30.07	5.34	-.53	.69
Knowing Yourself	9.57	3.70	10.76	3.52	1.19	2.23*
Knowing About Jobs	11.35	3.15	11.83	3.25	.48	1.01
Choosing a Job	9.62	3.08	9.28	3.08	-.34	.97
Looking Ahead	9.85	3.49	10.29	3.99	.44	.79
What Should They Do	6.68	2.79	6.60	2.62	-.08	.20

*P<.05

Table 13

Pre and Posttest Results of the Career Maturity Inventory Including Attitude and Competence Test Categories for Weber School District, 1976-1976

Categories	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Attitude	31.90	5.45	32.06	6.01	.16	.19
Knowing Yourself	10.12	3.51	10.51	3.76	.39	.73
Knowing About Jobs	11.80	3.58	12.43	4.04	.63	1.14
Choosing a Job	10.36	3.47	10.76	3.56	.40	.78
Looking Ahead	10.78	4.13	11.09	4.47	.31	.50
What Should They Do	6.85	2.72	7.03	2.84	.18	1.11

results have been analyzed by school district. The ACD yields five subscales: Occupational Characteristics, Occupational Preparation Requirements, Career Planning Knowledge, Career Planning Involvement, Exploratory Occupational Experiences (Overall). The latter subscale is further broken down into six categories: Social, Health, and Personal Services; Business and Sales Management; Business Operations; Technologies and Trades; Natural, Social, and Medical Sciences; and Creative and Applied Arts. The correlated t-ratio was computed between pre- and posttest results.

Granite School District

The ACD test was administered in two high schools in Granite School District. The means, standard deviations, and t-ratio are reported in Tables 14 and 15. It can be noted that very little growth is measured in any subscales with the exception of in Career Planning Knowledge and Occupational Characteristics in Olympus high School. Only at Granite High School in the area of Career Planning Knowledge was the difference between pre- and posttest scores significant.

Logan School District

The ACD test results for Logan High School are in Table 16. Significant growth was noted in Career Planning Knowledge ($P<.05$). Gains in all other areas were small. The only non-significant difference with a t-ratio approaching significance was Occupational Preparation Requirements with the cluster of Business and Sales Management close behind,

Table 14

The Accessment of Career Development Clusters
for Granite High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	34.58	5.60	37.98	6.67	3.40	1.18
Occupational Preparation Requirements	11.32	2.77	11.87	2.55	.55	1.08
Career Planning Knowledge	25.49	4.60	28.82	5.00	3.33	3.63**
Career Planning Involvement	1.77	.28	1.87	.26	.10	1.93
Exploratory Occupational Experiences (Overall)	1.75	.26	1.75	.27	.00	.00
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.79	.38	1.81	.38	.02	2.74**
B. Business Sales & Mgt.	1.75	.30	1.76	.37	.01	.16
C. Business Operations	1.68	.35	1.67	.37	-.01	.15
D. Technologies & Trades	1.82	.50	1.87	.54	.05	.50
E. Natural, Social, Medical Sciences	1.54	.38	1.56	.33	.02	.30
F. Creative & Applied Arts	1.82	.33	1.80	.34	-.02	.31

**P<.01

Table 15

The Accessment of Career Development Clusters
for Olympus High School

Scale	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	39.22	6.02	40.72	5.34	1.50	1.27
Occupational Preparation Requirements	11.33	2.57	11.94	2.25	.61	1.22
Career Planning Knowledge	27.59	4.19	28.53	4.67	.94	1.02
Career Planning Involvement	1.77	.31	1.81	.32	.04	.62
Exploratory Occupational Experiences (Overall)	1.78	.23	1.83	.26	.05	.98
[illegible]oratory Occupational [illegible]iences (by Clusters)						
A. Social, Health, & Personal Services	1.86	.38	1.91	.37	.05	.65
B. Business Sales & Mgt.	1.72	.27	1.82	.32	.10	1.63
C. Business Operations	1.74	.33	1.78	.33	.04	.58
D. Technologies & Trades	1.85	.52	1.92	.58	.07	.61
E. Natural, Social, & Medical Sciences	1.58	.33	1.62	.37	.04	.55
F. Creative & Applied Arts	1.89	.35	1.91	.35	.02	.27

Table 16

The Accessment of Career Development Clusters
for Logan High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	37.26	7.66	39.60	5.66	2.34	2.33*
Occupational Preparation Requirements	11.55	2.50	12.19	2.13	.64	1.84
Career Planning Knowledge	25.54	5.62	28.29	4.08	2.75	3.76**
Career Planning Involvement	1.82	.30	1.79	.29	-.03	.67
Exploratory Occupational Experiences (Overall)	1.77	.28	1.83	.29	.06	1.39
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.88	.40	1.95	.42	.07	1.12
B. Business Sales & Mgt.	1.76	.34	1.85	.36	.09	1.70
C. Business Operations	1.66	.34	1.69	.34	.03	.59
D. Technologies & Trades	1.82	.43	1.88	.46	.06	.90
E. Natural, Social, & Medical Sciences	1.60	.34	1.60	.35	.00	0
F. Creative & Applied Arts	1.85	.37	1.93	.41	.08	1.35

*P<.05

**P<.01

though in both cases the difference between pretest and posttest means was small.

Millard School District

Pretest data for Delta High School are contained in Table 17. No posttest was given therefore no data analysis was possible.

Morgan School District

Pre- and posttest data for tenth grade students at Morgan High School have been recorded in Table 18. Differences between pre- and posttest scores were very small in all cases except in Career Planning Knowledge. Here the differences of 1.81 was significant at the .05 level.

Nebo School District

At Spanish Fork High School the differences between pre- and posttests were relatively small. The greatest difference occured in the subscale of Occupational Characteristics where the difference was 1.15. This difference was non-significant as were all other differences. The largest t-ratio value occured in the Career Planning Involvement but here too, the value was insufficient to be significant.

Washington School District

All differences between pre- and posttest results in Dixie High School were non-significant (Table 20). The greatest difference occured in the area of Occupational Characteristics. The grestest t-ratio value occured in the

Table 17

The Accessment of Career Development Clusters
for Delta High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	34.08	7.74				
Occupational Preparation Requirements	10.31	2.44				
Career Planning Knowledge	24.28	6.30				
Career Planning Involvement	1.68	.22				
Exploratory Occupational Experiences (Overall)	1.71	.22				
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, and Personal Services	1.71	.35				
B. Business Sales and Mgt.	1.65	.30				
C. Business Operations	1.62	.31				
D. Technolgies and Trades	1.97	.42				
E. Natural, Social, and Medical Sciences	1.52	.29				
F. Creative and Applied Arts	1.73	.27				

Table 18

The Accessment of Career Development Clusters for Morgan High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	36.13	7.18	36.72	7.43	.59	.56
Occupational Preparation Requirements	10.72	2.55	10.93	2.52	.21	.58
Career Planning Knowledge	24.46	5.43	26.27	5.52	1.81	2.30*
Career Planning Involvement	1.76	.29	1.82	.38	.06	1.23
Exploratory Occupational Experiences (Overall)	1.72	.32	1.70	.30	-.02	.45
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.81	.42	1.78	.37	-.03	.52
B. Business Sales & Mgt.	1.66	.36	1.67	.35	.01	.19
C. Business Operations	1.65	.35	1.67	.36	.02	.39
D. Technologies & Trades	1.74	.45	1.72	.47	-.02	.30
E. Natural, Social, & Medical Sciences	1.62	.37	1.56	.35	-.06	.75
F. Creative & Applied Arts	1.78	.38	1.76	.38	-.02	.37

*P<.05

Table 19

The Accessment of Career Development Clusters
for Spanish Fork High School

Scale	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	34.58	9.22	35.73	9.82	1.15	.83
Occupational Preparation Requirements	10.55	2.78	10.91	3.30	.36	.80
Career Planning Knowledge	23.77	6.63	24.65	6.89	.88	.89
Career Planning Involvement	1.64	.31	1.90	.28	.06	1.40
Exploratory Occupational Experiences (Overall)	1.81	.30	1.83	.30	.02	.47
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.90	.41	1.95	.40	.05	.84
B. Business Sales & Mgt.	1.74	.34	1.81	.36	.07	1.37
C. Business Operations	1.77	.35	1.78	.34	.01	.20
D. Technologies & Trades	1.83	.44	1.84	.42	.01	.16
E. Natural, Social, & Medical Sciences	1.62	.34	1.63	.35	.01	.20
F. Creative & Applied Arts	1.93	.40	1.91	.37	-.02	.35

Table 20

The Accessment of Career Development Clusters
for Dixie High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	37.42	7.10	38.56	5.88	1.14	1.22
Occupational Preparation Requirements	11.40	2.52	11.97	2.31	.57	1.64
Career Planning Knowledge	25.28	5.20	25.85	5.59	.57	.74
Career Planning Involvement	1.78	.32	1.82	.32	.04	.87
Exploratory Occupational Experiences (Overall)	1.81	.31	1.85	.27	.04	.95
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.96	.41	2.01	.37	.05	.89
B. Business Sales & Mgt.	1.82	.38	1.81	.32	-.01	.20
C. Business Operations	1.77	.37	1.78	.36	.01	.19
D. Technologies & Trades	1.84	.46	1.83	.45	-.01	.15
E. Natural, Social, & Medical Sciences	1.60	.37	1.66	.37	.06	1.13
F. Creative & Applied Arts	1.85	.40	1.91	.33	.06	1.14

area of Occupational Preparation Requirements but in both cases differences did not reach significance.

Weber School District

At Roy High School the difference between pre- and posttest means in the area of Career Planning Knowledge was significant at the .05 level (Table 21). The difference between pre- and posttest means in the area of Occupational Characteristics would be considered significant at the .05 level on a one-tailed test. All other differences were too small to merit consideration.

INCREMENTAL IMFROVEMENT

The primary focus on the Incremental Improvement Project was to have each district functioning on at least level two (see appendix A). These increments were developed from those prepared by Ken Hoyt of the U.S. Office of Education. By use of questionnaire information and on site visits data were analyzed to determine if each district was functioning at the objective.

CAREER EDUCATION IMPLEMENTATION INVENTORY

Teacher/Administrator Orientation and Inservice

Elementary. Data showed that in three districts the elementary schools participating in the project achieved 100 percent participation in their "Career Education Orientation and Inservice Program" during the 1975-76

Table 21

The Accessment of Career Development Clusters
for Roy High School

Scales	Pretest		Posttest		Growth	t-ratio
	Mean	SD	Mean	SD		
Occupational Characteristics	35.05	8.07	36.96	8.04	1.91	1.64
Occupational Preparation Requirements	10.74	2.99	11.54	2.57	.80	1.20
Career Planning Knowledge	24.03	6.37	25.93	5.81	1.90	2.16*
Career Planning Involvement	1.79	.30	1.83	.28	.04	1.00
Exploratory Occupational Experiences (Overall)	1.78	.29	1.80	.30	.02	.47
Exploratory Occupational Experiences (by Clusters)						
A. Social, Health, & Personal Services	1.90	.39	1.92	.40	.02	.35
B. Business Sales & Mgt.	1.78	.37	1.80	.35	.02	.38
C. Business Operations	1.67	.34	1.73	.36	.06	1.18
D. Technologies & Trades	1.79	.44	1.78	.44	-.01	.16
E. Natural, Social, & Medical Sciences	1.63	.36	1.64	.40	+.01	.18
F. Creative & Applied Arts	1.87	.39	1.86	.35	-.01	.19

*P<.05

school year. The Nebo School District chose to involve the total district in the project and inserviced over 225 teachers/administrators. While the 51.3% participation was the lowest pcernt of the project districts, Nebo conducted the most extensive inservice program carried out by any of the districts.

In answering how effective was the Inservice Program on a 1 to 5 scale, highly effective to ineffective, the mean ranged with Nebo and Weber tied with a low of 2.0 to Millard's high of 2.8. Morgan stated that they received 14.7 hours of inservice and felt that only 7.4 hours should be required next year. Granite felt that 10 hours was sufficient for both years. All schools, with the exception of Washington, felt that they needed less hours in future inservice programs than during the past year. Weber said that the time spent was effective but didn't want to put much time into the in-service program. The above data are recorded in Table 22.

Junior high school. Teachers in junior high schools participated less than those in the elementary schools in the "Inservice Programs." Of teachers reporting, Washington reported 100 percent participation (of those junior highs in the project cone) to Nebo's low of 70.5 percent (all junior highs in the district). Other schools ranged from 88 percent to 96 percent participation. Washington teachers felt that "Inservice Programs" were more effective than did Granite. Tne number of hours of inservice that was received ranged from

Table 22

Career Education Implementation Inventory Completed by Teachers, Counselors, and Administrators in Elementary School Level

I & II Teacher/Administrator Orientation and Inservice	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
A. Participated in Orientation and Inservice	50%	100 %	100 %	51.3%	90.6%	100 %	88.9%	97.8%
B. How effective was it?		m=2.8	2.7	2.0	2.2	2.0	2.2	2.1
C. How many hours of inservice did you receive?	12	13.4	10	8.3	8.8	13.2	14.7	4.8
D. How many hours of inservice should be required next year?		10	10	5.1	5.2	5.3	7.4	5.5
III Counseling/Guidance Inservice								
A. Participated in Orientation and Inservice	90%							100 %
B. How effective was it?								m=2.0
C. How many hours of inservice did you receive	18							2.5 hr
D. How many hours of inservice should be required next year?								2.5 hr

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
IV CE Integrated Units in Classroom								
A. Have had integrated CE in classroom	40%	100%	100%	82.6%	85.9%	92.9%	70.4%	80.4%
B. How often have you been able to prepare	3	m=4.9	3.5	4.2	4.3	4.8	3.6	4.2
V Resource Person in School								
A. Have used occupational persons in classroom	40%	94.1%	75.9%	84.4%	78.1%	92.9%	70.4%	65.2%
B. How many occupational persons invited into classroom	2	3.8	2.3	3.8	3.6	4.5	2.3	3.4
C. How effective were the occupational persons		2.1	2.3	1.8	1.6	1.6	2.1	1.7
VI Field Experiences								
A. Have taken field experiences	40%	100%	75.0%	81.7%	66.7%	90.5%	48.2%	73.9%
B. How many field experiences	1	2.3	2.0	2.8	2.5	2.5	3.1	2.7
C. How effective were field trips		2.5	1.7	1.5	1.6	1.7	1.6	1.7
D. Was student participation and learning evaluated after field trip		94.1%	100 %	75.7%	57.8%	84.5%	84.5%	50.0%

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
VII Parent Involvement in Home/School								
A. Parents are involved in CE at home	0%	82.4%	50 %	44.4%	46.9%	67.9%	37.0%	63.0%
B. How effective was the parent involvement at home		3.1	2.0	2.6	2.5	2.2	2.6	2.3
C. Parents are involved in CE at school	20%	35.3%	25.0%	52.2%	53.1%	82.1%	29.7%	58.7%
D. How effective was the parent involvement at school		3.0	1.0	2.2	2.2	1.7	2.1	1.9

9.5 hours in Logan to Washington's 12.9 hours. Teachers in all districts, except Weber, said that they felt that less hours of inservice were needed. They ranged from Washington's 6.1 hours to Weber's 10.2 hours. All junior high school teachers said that inservice was effective, but not as much time in the inservice programs as was used during the past years. Junior high school data are reported in Table 23.

High school. Of those high school teachers in Granite District reporting, 100 percent participated in the Orientation and Inservice programs. Other schools were respectively, Logan 95.1 percent, Weber 93.3 percent, Millard 90.9 percent, and Nebo with a 66.7 percent (all district schools). On a scale of 1 to 5, highly effective to ineffective, Nebo high school teachers did not feel that the inservice programs were as effective as did teachers in Granite District. Teachers in all other districts ranged between Granite's mean of 2.0 to Nebo's 3.0. Of the number of inservice hours spent Millard had an average of 12.7 hours in the program as to Weber's 6.4 hours spent. Weber felt that they needed to spend more time next year in the inservice program than they did this past year. All other schools were opposed; they felt that less time was needed in inservice training. This data are recorded in Table 24.

Counseling/Guidance
Inservice

Elementary. Of the elementary school Counseling and Guidance Personnel, the only ones reporting were from

Table 23

Career Education Implementation Inventory Completed by Teachers, Counselors, and Administrators in Junior High School Level

I & II Teacher/Administrator Orientation and Inservice	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
A. Participated in Orientation and Inservice	60%	91.3%	93.0%	70.5%	88.7%	96.9%		100 %
B. How effective was it		m=2.4	2.6	2.5	2.3	2.3		2.1
C. How many hours of inservice did you receive	12	11.3	10.1	10.8	9.5	9.9		12.9
D. How many hours of inservice should be required next year		6.8	8.1	9.4	6.9	10.2		6.1
III Counseling/Guidance Inservice								
A. Participated in Orientation and Inservice	60%		100 %	100 %	100 %	100 %		
B. How effective was it			m=2.25	2.0	2.5	1.5		
C. How many hours of inservice did you receive	18		16	14.5	17.5	8.5		
D. How many hours of inservice should be required next year			10.5	10	17.5	8.5		

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
IV CE Integrated Units in Classroom								
A. Have had integrated CE in classroom	25%	87.0%	76.7%	75.0%	88.6%	81.3%		72.7%
B. How often have you been able to prepare	2	m=4.2	4.1	4.3	3.8	4.6		4.5
V Resource Person in School								
A. Have used occupational persons in classroom	25%	43.5%	38.4%	52.3%	47.7%	39.1%		36.4%
B. How many occupational persons invited into classroom	2	m=2.8	2.1	3.4	3.0	2.9		2.0
C. How effective were the occupational persons		m=1.9	2.3	1.8	1.9	1.9		2.6
IV Field Experiences								
A. Have taken field experiences	25%	34.8%	16.3%	36.4%	31.8%	34.4%		18.2%
B. How many field experiences	3	m=1.5	2.0	2.9	2.0	2.4		3.0
C. How effective were field trips		m=1.7	1.7	2.0	1.3	1.7		2.5
D. Was student participation and learning evaluated after field trip		26.1%	15.1%	34.1%	25.0%	29.7%		18.2%

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
VII Parent Involvement in Home/School								
A. Parents are involved in CE at home	0%	30.4%	45.4%	38.6%	52.3%	46.9%		81.8%
B. How effective was the parent involvement at home		m=2.7	2.5	2.5	2.5	2.7		2.9
C. Parents are involved in C at school	20%	21.7%	12.8%	25.0%	25.0%	26.6%		9.1%
D. How effective was the parent involvement at school		m=3.1	2.1	2.1	2.2	1.9		3.0
VIII Hands-on Experience								
A. Students have participated in "hands-on" experience*		56.5%	18.6%	47.7%	72.7%	42.2%		63.6%
B. How often		m=3.2	2.3	2.6	2.2	2.9		3.1
C. What percent of students took part in two "hands-on" projects this year.								

*(Hands-on experience) Those opportunities provided students to observe displays; participate in class experiments, including industrial education courses; listen to and discuss with class visitors who are professionals in their fields; and to take part in field trips and examine selected occupations first hand.

Table 24

Career Education Implementation Inventory Completed by Teachers, Counselors, and Administrators in High School Level

I & II Teacher/Administrator Orientation and Inservice	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
A. Participated in Orientation and Inservice	40%	90.9%	100 %	66.7%	95.1%	93.3%		
B. How effective was it		m=2.2	2.0	3.0	2.5	2.4		
C. How many hours of inservice did you receive	12	12.7	8.5	12.5	6.9	6.4		
D. How many hours of inservice should be required next year		6.1	12.5	6.5	3.8	9.3		
III Counseling/Guidance Inservice								
A. Participated in Orientation and Inservice	60%				100 %	100 %		
B. How effective was it					m=3.0	1.5		
C. How many hours of inservice did you receive	18				2.5	17.5		
D. How many hours of inservice should be required next year					2.5	14.5		

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
IV CE Integrated Units in Classroom								
A. Have had integrated CE in classroom	15%	90.9%	100 %	66.7%	73.2%	73.3%		
B. How often have you been able to prepare	2	m=5.0	5.0	4.8	4.4	4.6		
V Resource Person in School								
A. Have used occupational persons in classroom	10%	45.5%	25.0%	66.7%	73.2%	65.0%		
B. How many occupational persons invited into classroom	2	m=4.8	2.0	3.2	3.0	3.1		
C. How effective were the occupational person		m=2.6	2.0	2.2	2.1	1.7		
VI Field Experiences								
A. Have taken field experiences	0%	45.5%	50 %	55.6%	44 %	48.3%		
B. How many field experiences	2	m=1.4	3.0	2.8	2.7	2.3		
C. How effective were field trips		m=1.4	1.5	1.4	1.5	1.4		
D. Was student participation and learning evaluated after field trip		45.5%	50 %	55.6	44 %	43.3%		

	Criterion Level	Millard	Granite	Nebo	Logan	Weber	Morgan	Washington
VII Parent Involvement in Home/School								
A. Parents are involved in CE at home	0%	81.8%	25.0%	44.4%	48.8%	55 %		
B. How effective was the parent involvement at home		m=2.9	2.0	2.8	2.3	2.6		
C. Parents are involved CE at school	20%	27.3%	0	0	19.5%	20 %		
D. How effective was the parent involvement at school		m=3.5	0	0	2.1	3.1		

Washington District. Those reporting participated 100 percent in the inservice program and felt that it was effective. Two and one half hours were spent this year in the inservice part of the program and they felt that 2.5 hours was all that was needed for the next year (Table 22).

Junior high school. The Counseling and Guidance Personnel in all reporting junior high schools participated 100 percent. Those from Weber felt, with a mean 1.5, that the inservice was more effective than did Logan, with a mean of 2.5. All schools felt that approximately the same amount of time should be spent next year as there was this year in hours spent in the inservice program (Table 23).

High school. Counselor and Guidance Personnel in both Logan and Weber Districts participated 100 percent in the inservice program. Although those from Logan did not feel that the inservice was as effective as did those from Weber. Personnel from Logan only spent 2.5 hours in the inservice program and felt that this was all that was needed for next year. Whereas personnel from Weber spent an average of 17.5 hours and felt that only 14.5 hours was needed in the coming year (see Table 24).

Career Education
Integrated Units
in the Classroom

Elementary. As to the question "Have you integrated career education into your classroom instruction of subjects?"

Teachers from two elementary schools reported, Millard and Granite, that they had integrated 100 percent. Morgan had only integrated at the 70.4 percent level for the low of the schools. In "How often have you been able to prepare", Millard reported with an average mean of 4.9 times as to Granite's low of only being able to prepare 3.5 time. All other schools were ranked in between the range of Millard's high and Granite's low (Table 22).

Junior high school. Eighty-eight percent of the Logan Junior High School teachers integrated career education in the classroom whereas Washington had the low integration factor with 72.6 percent of the junior high school teachers reporting indicated they were following this practice. Weber teachers reported more time to prepare, 4.6 times but only 81.3 percent of the teachers reported integrating Career Education into the classroom (Table 23).

High school. All teachers in Granite High School reported integrating career education in the classroom. They also reported the high time spent in preparation with a mean of 5.0. In preparation time Nebo was next with a mean of 4.8, yet only 66.7 percent of the teachers reported integrating Career Education into the classroom. All other schools ranged with a mean of 4.4 time spent to 5.0 (Table 24).

Resource Person in the School

Elementary. Tables 22, 23, and 24 also contain data on use of resource personnel. Ninety-four percent of the elementary teachers in Millard District stated that they used occupational resource people in their classrooms. Whereas only 65 percent of the elementary teachers in Washington District used resource persons. All seven schools were 25 percent to 54 percent above the Criterion level. Weber used on the average 4.5 outside resource people in the classroom as compared to both Granite and Morgan's 2.3 resource people. Granite felt that the resource people were effective, 2.3 on a scale of 1 to 5, but not as effective as did both Logan and Weber who rated the resource people on the same scale as 1.6. Weber felt that the resource people that they invited into the classroom were very effective in presenting their material to the class.

Junior high school. At the junior high level Nebo had the high of 52.3 percent of their teachers inviting resource people into the classroom while in Washington District only 36.4 percent of the Junior High School teachers invited the resource people to their classrooms. Also, teachers in Washington District felt that the resource people invited to their classrooms were effective but not as effective as did Nebo with a 1.8 on the scale of 1 to 5. Three of the schools, Logan, Weber, and Millard rated their resource

people at the same position on the scale at 1.9 effectiveness. With the criterion level set at 25 percent all schools did use resource people 11.4 percent to 22.5 percent above the criterion level.

High school. All schools were 15 to 63.2 percent above the 10 percent criterion level. Logan being the highest of the schools with 73.2 percent of the teachers using occupational persons in the classroom, and Granite being the lowest with 25.0 percent. Millard invited 4.8 persons in the classroom but felt that they were not as effective, with a mean of 2.6, as did Weber with a 1.7 effectiveness, on the 1 to 5 scale. Granite invited 2.0 people into the classroom and felt that they were very effective with a rating of 2.0.

Field Trips Taken

Elementary. One hundred percent of the teachers in the Millard schools took field trips and felt that the mean of 2.3 trips were effective with a rating of 2.5 on the rating scale of 1 to 5, highly effective to ineffective. Also, Millard responded with a 94.1 percent "yes" to the question "Was student participation and learning evaluated after the field trip?" Morgan had a low of 48.2 percent of teachers involved in field experiences with a mean of 3.1 trips being taken. They felt that the trips were very effective with a 1.6 rating and a follow-up with students being 84.5 percent. Washington with their 2.7 trips taken only had

a 50.0 percent follow-up evaluation with students after the trip. Of all the schools Nebo felt that their field experiences, 1.5, were effective. This was a higher effective rating than given to other schools. All elementary schools were above the criterion level in the category of field trips taken.

Junior high school. With the criterion level being 25.0 percent of all junior high schools taking field trips, all schools were close to that percentage. Two of the schools, Granite and Washington fell below the criterion level with a 16.3 percent and 18.2 percent respectively for having taken field trips. Nebo said "yes" in 36.4 percent of the cases reporting field trips. Washington had 3.0 field trips, but felt that they were not too effective and only had 18.2 percent follow-up with student participation and learning evaluated after the field trip. Logan rated the effectiveness of their field trips as 1.3 effectiveness on the 1 to 5 scale, yet only had a 25.0 percent follow-up evaluation with students. Granite had 15.1 percent follow-up evaluation. Very little follow through resulted from the field trips taken.

High school. Nearly 56 percent of Nebo High School teachers said "yes" to having taken on the average of 2.8 field trips and felt that they were very effective with a 1.4 effectiveness. Also after the trips they had a 55.6 percent follow-up learning evaluation. Teachers in all schools felt that the field trips were very effective with teachers in

three schools scaling at 1.4 and the other two at 1.5 on the effectiveness scale. But the follow-up of the schools varied from Nebo's 55.6 percent to Weber's low of 43.3 percent. Granite had the high of 3.0 average for the number of field trips taken.

Parent Involvement at Home/School and the Extent of the Involvement

Elementary. The question "Are parents involved in career education instruction at home?" was answered "yes" with Millard having the highest positive response with a 82.4 percent. Morgan was the low with a 37.0 percent parental home involvement. Six of the schools fell below 67.9 percent of parental involvement. Teachers in all schools felt that the parents were effective and Millard rated the effectiveness of their parents with 3.1 which is relatively low. Granite rated the extent of their parents effectiveness at the 2.0 level. Parents were more involved with career education at home than they were at school. In Weber, 82.1 percent of the teachers reported that parents were involved at school and rated the effectiveness at 1.7. Granite had the effectiveness of parents in school at 1.0 which is highly effective, but only 25.0 percent of the teachers reported that parents were involved. Teachers in Millard did not feel that parents were very effective at school and only 35.3 percent of the teachers reported "yes" parents were involved.

Weber teachers felt that their parental involvement was very effective with a 1.7 effectiveness rating by 82.1 percent of the teachers who responded.

Junior high school. In Washington School District, 81.8 percent of the junior high school teachers reported that parents were involved at home but were rated a 2.9 for their effectiveness. The range of parental involvement at the junior high level was rather low, except for Washington. Teachers in all schools felt that the parent effectiveness Weber's teachers reported that parents were involved. This was the high of the schools reporting. They (Logan teachers) felt that the effectiveness of the parents was very high with a rating of 1.9. Washington was at the low end of parental involvement at school with only 9.1 percent of the teachers reporting parental involvement. They reported that the parents were not very effective (3.0) with career education at the school. Nebo and Logan had 25.0 percent of their teachers reporting parental involvement at school and teachers in both districts felt that the effectiveness of that involvement was relatively high with a 2.1 and 2.2 respectively. Along with Washington, Millard felt that the effectiveness of their parent involvement was relatively low with a 3.1 effectiveness.

High school. Nearly 82 percent of Millard's teachers reported parents were involved with career education at home

but felt that the involvement was only moderately effective with a mean of 2.9. Yet, Granite only had 25.0 percent of their teachers reporting parental involvement and felt that their parents were rather effective with a 2.0 rating. The involvement of career education at home ranged from Millard's 81.8 percent, Weber's 55.0 percent, Logan's 48.8 percent, Nebo's 44.4 percent to Granite's low of 25.0 percent. The effectiveness also varied from Millard's 2.9, Nebo's 2.8, Weber's 2.6, Logan's 2.3 to Granite's 2.0 on the effectiveness scale of 1 to 5, highly effective to ineffective. As to parental involvement at school, both Granite and Nebo said that they had no parental involvement at school. Millard did have a 27.3 percent parental involvement but found that they were rather ineffective with a mean of 3.5. Logan felt that the effectiveness of their 19.5 percent parental involvement was rather good.

Hands-on Experience

Junior high school. Nearly 73 percent of Logan's students participated on the average of 2.2 times with the "hands-on" experience. Whereas only 18.6 percent of Granite's students participated at least on the average of 2.3 times. Millard's students participated 3.2 times for the high of the six schools.

SUMMARY

The objective of this project was to have each district functioning on at least the second level of the incremental improvement ladder (see Appendix A). Other objectives were to determine student attitudes and achievement as determined by standardized measures.

Procedures

Approximately one hundred students from each of the fourth, seventh, and tenth grades, from each of seven selected districts were selected for pre- and postmeasures using standardized instruments. The comprehensive Career Assessment Scale was used for fourth grade students. The Career Maturity Inventory was used in the seventh grade and the Assessment of Career Development was used for tenth grade students. These tests were given at the beginning of the year and again at the end of the year to the same students. Scores were analyzed to determine the amount of growth. Where appropriate, the t-ratio was used to determine if differences between pre- and posttests were significant.

To determine the incremental level on which the district was operating reached the criterion level (second level) a questionnaire was developed and administered to participating teachers near the end of the school year. Results were tabulated by grade level by district.

Findings

The evaluation activities produced the following findings.

Comprehensive Career Assessment Scale

1. Washington and Weber School Districts each showed small positive gains in Interest (.5 and .57 points respectively) while gains were negligible in Familiarity. In Granite, Logan, Morgan, and Nebo School Districts, gains tended to be negative in all areas though very slight.

Career Maturity Inventory

2. All gains in all subscales in all districts were positive with differences in pre- and postmeasures on Knowing Yourself and Knowing About Jobs being significant in about half the districts. Differences in the subscale of Looking Ahead was significant in Logan and Morgan. Differences in the subscales of Choosing a Job (Logan), What Should They Do (Logan), and Looking Ahead (Morgan) were also significant.

Assessment of Career Development

3. The greatest growth occured in the subscales of Occupational Characteristics (differences significant in Logan) and Career Planning Knowledge (differences significant in Granite High School, Logan High School, and Morgan High School). Generally speaking the least amount of growth occured in the subscale of Exploratory Occupational Experiences (overall and by clusters).

Incremental Improvement. In all districts the questionnaire was not completed by all teachers. The criterion level was established for all teachers within a district. The percentages reported are of teachers reporting and may or may not represent the entire faculty of the school or district.

A. Elementary Schools

4. Four of the seven districts met the criterion of 90 percent participation in Orientation and Inservice programs. Morgan was only slightly below criterion while only 51.3 percent of Nebo teachers reported participation. (Total District)

5. Teachers were consistent in their evaluation of the quality of inservice programs. Their rating was approximately 2 on a scale of 1 - 5 ranging from high to low.

6. Generally speaking, teachers feel that about half of the twelve hours of inservice training (criterion) are all that are necessary.

7. One hundred percent of the counselors reported participated in an average of 2 1/2 hours of inservice training which they believe to be about the correct amount of time for this activity.

8. Forty percent of the teachers were expected to integrate Career Education Units into regular classroom instruction. All districts were in excess of this percentage.

9. All districts exceeded the criterion of having 40 percent of their teachers having two or more resource persons in their classroom.

10. Field trips were an activity of well over half the teachers reporting. This was beyond the criterion of 40 percent.

11. Twenty percent of the parents were required to participate in Career Education activities in the school in order to meet criterion. All districts exceeded this level.

12. Hand- on experiences were not required in the criterion increments, however, half or more of all teachers reporting had student involvement in hands-on experiences.

B. Junior High School

13. Sixty percent of all Junior High School teachers were expected to participate in inservice activities in order to meet criterion. All districts exceeded this criterion.

14. All counselors reporting, participated in inservice activities.

15. Integration of Career Education into the regular classroom instructional program was reported by 72.7 percent or more of the teachers reporting (25 percent criterion).

16. Thirty-six percent of the teachers was the lowest percentage from a given district involving resource persons in the classroom. This was well above the criterion of 25 percent.

17. Twenty-five percent of the students were to participate in field trips if they were to meet criterion. Only Washington School District did not report meeting this requirement.

18. All districts were above criterion (20 percent) in involvement of parents in Career Education activities in the classroom.

19. Hands-on experiences were not a requirement of junior high school students in order to meet criterion. Over half of the teachers reporting indicated that such activities were provided for their students.

C. High School

20. Of the teachers reporting, all districts were well above criterion (40 percent) in participation in inservice activities.

21. High school teachers, like junior high and elementary school teachers believe that twelve hours of inservice training required to meet criterion is too much.

22. All high school counselors reporting (only a few did) indicated participation in inservice training.

23. In order to meet criterion only 15 percent of the high school teachers were required to integrate Career Education units into the regular classroom instruction. Two-thirds, or more, teachers in each district reported doing so.

24. Only 10 percent of the teachers were required to include resource persons in the classroom instructional program in order to meet criterion. Of the five districts reporting all met this requirement with the percentage ranging from 25 percent to 75 percent.

25. No field trips were included in the criterion yet 44 percent or more of the teachers reported providing such experiences for their students.

26. At the high school level the criterion required 20 percent of the parents to participate in Career Education in the classroom. Participation ranged from 0% in Granite and Nebo to 27.3% in Millard. Criterion was not met in Granite, Nebo and Logan though Logan was only 1/2% of 1% below criterion.

27. Hands-on experiences were not required by the criterion yet over half of the teachers reported providing this experience for their students.

CONCLUSIONS

The findings of this evaluation led to the following conclusions.

1. As measured by the Comprehensive Career Scale, fourth grade children made little or no progress in their familiarity and/or interest in selected careers.

2. The Career Maturity Inventory would indicate that measureable progress is being made by individual school districts in isolated areas of Career Education.

3. The greatest evidence of student growth is in the high school. The general growth is in the areas of Occupational Characteristics and Career Planning Knowledge.

4. With only a few (very few) isolated areas, at the end of the first year of operation, districts were functioning beyond level two of the incremental improvement ladder.

RECCMMENDATIONS

As a result of the analysis of data obtained in this evaluation the following recommendations are offered.

1. If Career Education is to be a priority item in Utah's educational program, it should become a line program in all districts (as opposed to staff program). Where

programs are staff programs no one feels any obligation of including such programs in his/her classroom. Consequently only that which is felt to be desirable or for which time seems available is included. This results in fragmentation and discontinuity. Since funding for this program by the federal officials has been discontinued, one can expect a deemphasis in most districts on a Career Incremental Improvement Program. As the evaluator visited in the districts full commitment on the part of top level administrators varied from a strong to passive level.

2. No longitudinal study has been conducted in Utah to determine what influences people to select and or change careers. Data collected for this one-year study would make a good beginning for such a longitudinal study and it is therefore recommended that a longitudinal study be conducted using this evaluation as a base. Such a study could determine the influences which most effect career choice and career planning. This in turn could be of vital importance to curriculum specialists at both the state and district levels.

APPENDIX A

(See Attachment A - Final Report)

APPENDIX B

CAREER EDUCATION IMPLEMENTATION INVENTORY
1975-1976

Directions: Please respond by making an "X" in the appropriate space for each question that applies to you, unless otherwise directed. Unmarked choices will be considered non-applicable.

1. Sex Male _____ Female _____

2. Position Teacher_____ Counselor_____
Administrator_____ Other_____

3-6. Total number of students in classes/school, for which you are responsible _____.

7. School level. Elementary____ Junior High____ Senior High____

8-10. Did you participate in a Career Education Inservice program this year? Yes___ No___. If "Yes", how effective was it? (highly effective) 1___2___3___4___5 (ineffective)
How many hours of Career Education Inservice training did you receive during the school year, 1975-76? 1-5____
6-11_____, 12-17_____, 18-25_____.

11. How many hours of Inservice training should be required next yar? 1-5____, 6-11____, 12-17____, 18-25_____, more than 25_____.

12. Have you integrated Career Education into your regular classroom instruction? Yes_____ No_____

13. If yes to 12 above, how often have you been able to prepare for integration of Career Education into your classroom instruction, during the 1975-76 school year?
1___2___3___4___5 or more.

14. Have you used occupational persons in your classroom?
Yes ____ No _____.

15. If yes to 14 above, how many resource persons did you invite into your classroom during the 1975-76 school year?
1____2____3____4____5 or more.

16. Indicate how effective you feel resource people are in your Career Education Instructional program? (circle number)
1____2____3____4____5
(highly effective) (ineffective)

17. Have you taken any field trips which offered insights into specific occupations? Yes ____ No ____.

18. If yes to 17 above, how many field trips have you taken?
1____2____3____4____5 or more.

19. How would you evaluate the effectiveness of these field trips? (circle number) 1____2____3____4____5
highly effective ineffective

20. Was student participation and learning evaluated after trips were taken? Yes ____ No _____.

21. Are parents involved in Career Education Instruction?
a. informally at home-- Yes ____ No ____
b. at school-- Yes ____ No ____

22. If yes to eith a or b on 21 above, to what extent was the parent involvement effective?
a. at home 1____2____3____4____5
highly effective ineffective

b. at school 1____2____3____4____5
highly effective ineffective

23. Have any of your students participated in "Hands-on"* career exploration projects? Yes_____ No_____

24. If yes to 23 above, how many participated from your class/ school? once_____ twice_____ 3 times_____ more than 3_____

25. (Elementary teachers only) What percent of students took part in two "Hands-on"* career education projects this year?
0-49%_____ 50-74%_____ 75-94%_____ 95-100% _____

*(Hands-on experien.e) Those opportunities provided students to observe displays; participate in class experiemtns, including industrial education courses; listen to and discuss with class visitors who are professionals in their fields; and to take part in field trips and examine selected occupation first hand.

ATTACHMENT D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

GRANITE SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	4		2	367	9	382	46	9	22	198	184
MIDDLE/JUNIOR HIGH (7-9)	31	37	24	6394	210	6696	468	134	403	3381	3315
SENIOR HIGH (10-12)		1		116	3	120	5	2	9	60	60
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	35	38	26	6877	222	7198	519	145	434	3639	3559
EDUCATIONAL PERSONNEL											
TEACHERS		1		231	1	233				155	78
COUNSELORS				2		2					2
ADMINISTRATORS				27		27				24	3
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY		(Information Unavailable)									
PARENTS		(Information Unavailable)									
OTHER (specify)											
TOTAL	35	39	26	7137	223	7460					

OE FORM 447, 2/76

LOGAN CITY SCHOOL DISTRICT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1167

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	19	3	10	1805	3	1840	314	15	185	883	957
MIDDLE/JUNIOR HIGH (7-9)	8	3	1	887	6	905	153	7	90	407	498
SENIOR HIGH (10-12)	8		1	866	17	892	151	8	89	401	491
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	35	6	12	3558	26	3637	618	30	374	1611	1946
EDUCATIONAL PERSONNEL											
TEACHERS		1		147		148				62	86
COUNSELORS				5		5				1	4
ADMINISTRATORS				14		14				13	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY		(Unavailable)									
PARENTS		(Unavailable)									
OTHER (specify)											
TOTAL	35	7	12	3724	26	3804					

OE FORM 467, 2/76

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MILLARD SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDICAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	48	60		1074		1182	102		255	579	603
MIDDLE/JUNIOR HIGH (7-9)	16	11		471		498	45	19	93	244	254
SENIOR HIGH (10-12)	21	4		498		523	85	29	207	256	267
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	85	75		2043		2203	232	48	555	1079	1124
EDUCATIONAL PERSONNEL											
TEACHERS		1		100		101				51	50
COUNSELORS				2		2				2	
ADMINISTRATORS				8		8				7	1
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify)											
TOTAL	85	76		2153		2314					

OE FORM 467, 2/76

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MORGAN SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1182

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDICAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	3	1		719		723	85	75	15	357	366
MIDDLE/JUNIOR HIGH (7-9)	4			344	3	351	25	30	8	167	184
SENIOR HIGH (10-12)	4			343	3	350	25	30	7	166	184
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	11	1		1406	6	1424	135	135	30	690	734
EDUCATIONAL PERSONNEL											
TEACHERS				58		58				33	25
COUNSELORS				1		1				1	
ADMINISTRATORS				5		5				5	
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				41		41					
PARENTS				18		18					
OTHER (specify)											
TOTAL	11	1		1529	6	1547					

OE FORM 447, 2-76

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

NEBO SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

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FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	48	24	2	5160	116	5350	74		802	2708	2642
MIDDLE/JUNIOR HIGH (7-9)	39	4	1	3073	40	3157	45		373	1605	1553
SENIOR HIGH (10-12)	17	3	1	2484	24	2529	38		372	1337	1192
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	104	31	4	10717	180	11036	157		1547	5650	5387
EDUCATIONAL PERSONNEL											
TEACHERS				411	10	421				177	244
COUNSELORS				10		10				6	4
ADMINISTRATORS				28		28				27	1
MEMBERS OF THE BUSINESS/ LABOR INDUSTRY COMMUNITY				8		8					
PARENTS		1		14	1	16					
OTHER (specify)											
TOTAL	104	32	4	11188	191	11519					

OE FORM 467, 3-76

WASHINGTON SCHOOL DISTRICT (St. George Attendance Cone)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDI-CAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	12	1	1	1829	7	1850	378	185	200	930	920
MIDDLE/JUNIOR HIGH (7-9)	10	0	0	801	6	817	69	80	31	429	398
SENIOR HIGH (10-12)	8	2	0	786	5	801	45	78	35	413	388
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	30	3	1	3416	18	3468	492	185	265	1772	1706
EDUCATIONAL PERSONNEL											
TEACHERS				129		129				72	57
COUNSELORS				2		2				2	0
ADMINISTRATORS				6		6				6	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	(Unavailable)										
PARENTS	(Unavailable)										
OTHER (specify)											
TOTAL	30	3	1	3553	18	3605					

OE FORM 467, 2-76

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

WEBER SCHOOL DISTRICT
(Roy High School Attendance Cone)

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	17	41	6	3051	99	3214	(Unavailable)			1597	1617
MIDDLE/JUNIOR HIGH (7-9)	9	15	1	1439	32	1495	(Unavailable)			743	752
SENIOR HIGH (10-12)	8	11	1	1346	41	1407	(Unavailable)			699	708
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	34	67	8	5835	172	6116				3039	3077
EDUCATIONAL PERSONNEL											
TEACHERS				238	3	241				122	119
COUNSELORS				7		7				4	3
ADMINISTRATORS				12		12				11	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	(Unavailable)										
PARENTS	(Unavailable)										
OTHER (specify)											
TOTAL	34	67	8	6092	175	6376					

OE FORM 447, 3-76